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ABSTRACT

This curriculum guide was developed for teachers to use in planning and implementing a competency-based high school instructional program in foods and nutrition. It contains materials for a 2-semester course, based on the North Carolina Program of Studies (revised 1992), designed to help students learn about food customs and trends and interpret the relationship of diet to health, nutritional needs of all members of the family, and consumer issues in foods. The eight units of the curriculum cover the following topics: food customs and trends, nutrient requirements and health, management of kitchens and resources, food preparation techniques, leadership and citizenship, special nutritional needs, meal management, and career opportunities. Units include competencies, objectives, a teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 4 state-adopted textbooks, 26 other books, 5 computer software programs, 14 videotapes, and 7 sources for videotapes. (KC)

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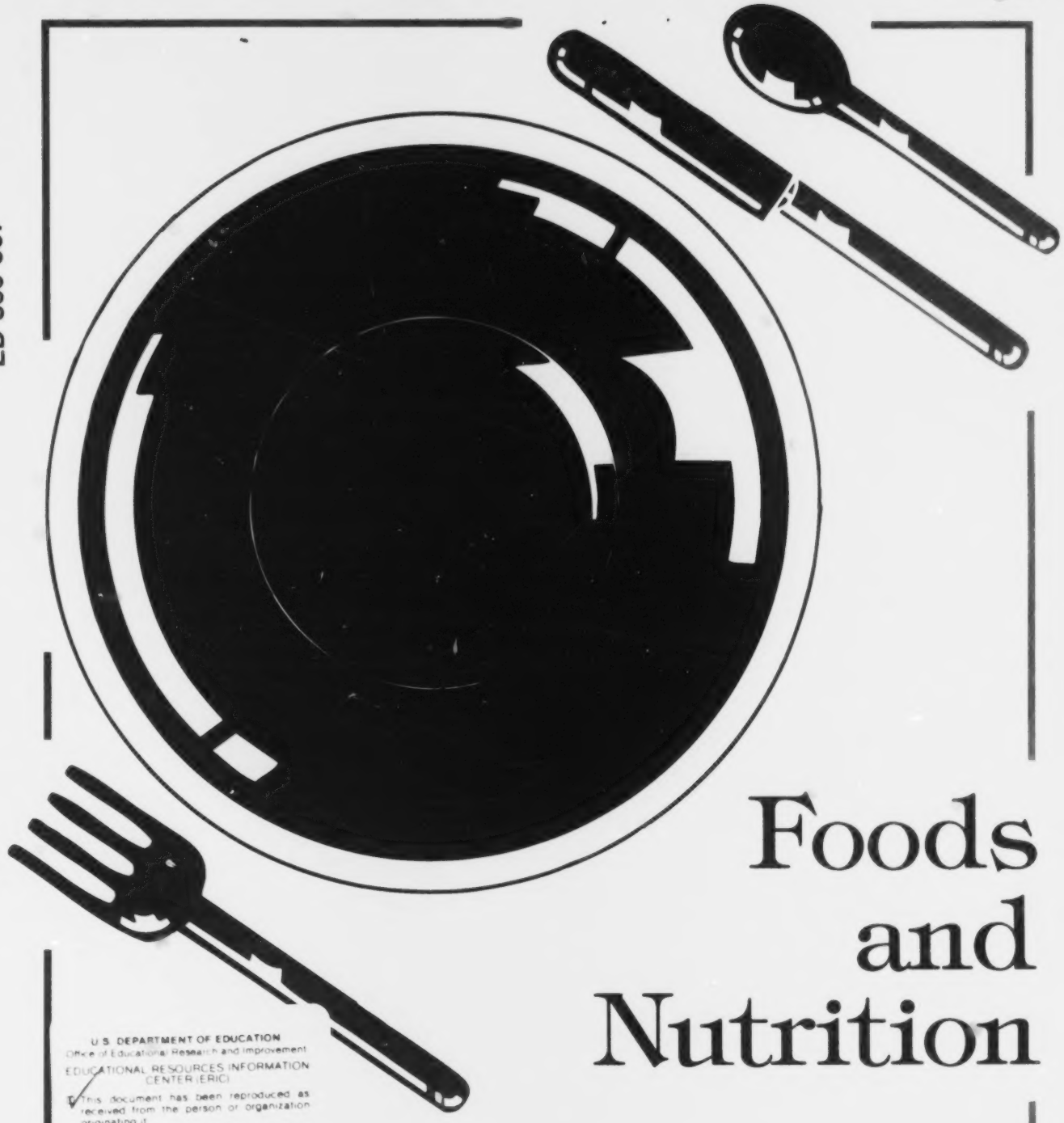

Foods and Nutrition

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Home Economics Education
Vocational and Technical Education Services
North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

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Foods and Nutrition

7045

Curriculum Guide

Issued by
Home Economics Education
Division of Vocational and Technical Education Services
North Carolina Department of Public Instruction
Raleigh, North Carolina 27603
August 1992

Activities and procedures within
the Division of Vocational and Technical Educational Services are
governed by the philosophy of simple fairness to all.
Therefore, the policy of the Division is that all operations will
be performed without regard to race, sex, color, national origin, or handicap.

INTRODUCTION

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 under Title III, Part B, established resources for Consumer Home Economics Grants. Grants are to result in improved learning opportunities for public school students in grades 7-12 in Consumer Home Economics Education classrooms. The grants are for program development, improvement of instruction and curricula, and support services and activities in Consumer Home Economics Education. The grants are to be innovative, exemplary and have statewide implications. These resources funded the curriculum development for Foods and Nutrition.

The Foods and Nutrition curriculum reflects priorities and emerging concerns at the local, state and national levels to provide a quality learning environment. Its content is correlated with the North Carolina course blueprint. Objectives address all aspects of the industry and basic skills. A matrix shows the correlation of objectives with state-adopted textbooks. Activities to develop skills in leadership and citizenship through the youth organization, FHA/HERO, are integrated throughout the curriculum. The Foods and Nutrition curriculum guide will enable youth to make informed decisions about individual, child, and family nutrition and wellness.

FOREWORD

This new curriculum guide, Foods and Nutrition, will result in students being able to make good choices for themselves and their families.

They will learn about food customs and trends and interpret the relationship of diet to health. They will explore the impact of technology on our food choices ands the issues consumers face concerning foods.

Students will look at nutritional needs of the family--from infants to the elderly--and will learn how to adapt meal patterns to meet special nutritional needs, such as family members who are diabetic, overweight, or require low sodium or low cholesterol diets.

This curriculum helps students build and strengthen their foundations in the basic skills. Students will apply what they learned in math, social studies, science, and communications, as they plan, select, and prepare foods.

We hope this guide will be useful to you and to your students.

Bob Etheridge

Bob Etheridge
State Superintendent
of Public Instruction

TABLE OF CONTENTS

PAGE

Foreword iii

Introduction iv

Acknowledgments v

Using the Curriculum 1

Part I: Course Description 1

Part II: The Curriculum Page 1

Part III: Matrixes 3

All Aspects of the Industry 5

Basic Skills 11

State-Adopted Textbooks 17

Course Blueprint 23

Content Outline 35

Units of Instruction

Unit A: Food Customs and Trends 38

Unit B: Nutrient Requirements and Health 45

Unit C: Management of Kitchens and Resources 56

Unit D: Food Preparation Techniques. 66

Unit E: Leadership and Citizenship 81

Unit F: Special Nutritional Needs 81

Unit G: Meal Management 102

Unit H: Career Opportunities 121

List of Resources 125

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USING THE CURRICULUM PAGE

The Foods and Nutrition Curriculum Guide has been developed as a resource for teachers to use in planning and implementing a competency-based instructional program at a high school level. Foods and Nutrition is a semester or year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1992.

PART I: COURSE DESCRIPTION

HE7045 (S-1 OR Y-1) Credit: 1/2 unit or 1 unit Grades: 9-12

FOODS AND NUTRITION

SEMESTER I: This course examines nutritional needs of the individual. There is a focus on the relationship of diet to health, healthy food choices and preparation of foods to meet these needs. Students learn the principles of organizing and managing a kitchen and its equipment. Each student investigates effective and efficient use of resources in food preparation and service. Leadership and citizenship skills are integrated throughout the units of instruction. Career opportunities in this field are explored.
Prerequisite: None

SEMESTER II: Nutritional needs of the family and managing the food dollar are key focuses with this course. Students examine special dietary needs of family members and adapt meal patterns to meet those needs. Creative skills are used by the students to plan, prepare and serve foods using budgeting and buying principles. Students interpret techniques on how to establish an atmosphere for meal enjoyment. Career skills and opportunities in foods and nutrition are explored.
Prerequisite: Foods and Nutrition: Semester I

PART II: THE CURRICULUM PAGE

Each curriculum page includes the following information:

COURSE NAME: Title of course as provided by the state.

UNIT: Indicates the unit of instruction.

COMPETENCY and COMPETENCY NUMBER: Identifies the competency statement and the number based on the course blueprint.

OBJECTIVE and OBJECTIVE NUMBER: Identifies the desired student outcome. Each objective makes a complete statement when combined with the stem "The student will be able to." The number identifies the objective according to the unit and competency as provided on the course blueprint.

TIME : Indicates the suggested time to be used for the specific objective. Amount of time is based on the weight given to that objective in VoCATS.

OUTLINE: Includes information to be covered under the objective.

STRATEGIES: The strategies in this curriculum have been developed as student strategies. Each strategy addresses a specific learning level. Learning levels are classified in one or more of the three domains: cognitive, psychomotor, and affective. Strategy development was based on and dictated by the level at which the objectives were written. For example, if an objective was written at a cognitive level 1(C1), then all strategies under that objective were written at a level no higher than level 1. Below is a chart illustrating the different learning levels. Symbols used on the curriculum page are identified along with suggestions for types of tests and test items.

LEVEL	OUTCOME TERMS	TYPES OF TESTS/TEST ITEMS
Cognitive(C) Level 1 C1	Identify Recognize Describe	Single, objective-type, paper and pencil test items such as matching, short answer, listing, completion or fill-in-the-blank, identification selecting from a list, or forced choice.
Level 2 C2	Translate Interpret Summarize	Short-answer questions, multiple choice items, essay using case studies, oral items, rank, order, sequencing items.
Level 3 C3	Apply Explain why Analyze Synthesize Adapt Predict Evaluate	Complex multiple-choice items, essay items using case studies/scenarios, structured interviews using case studies, problem-solving items, product performance items.
Psychomotor(P)	Imitate Try or attempt Demonstrate Improvise Experiment	Performance tests to evaluate either the process, task, procedure, operation performed by the student or product created by the student. The teacher or qualified observer will use a detailed checklist during the performance test for evaluation.

Affective(A)	Show awareness Show interest in Pay attention to Follow rules or instruction Engage in Volunteer to Show pleasure or satisfaction Participate in actively Show preference for Initiate and carry out Assume responsibility for	Evaluation of behavior may be reflected through student actions over an extended period of time with before and after measures; complete a rating scale or projective device; respond to a checklist; teacher's recorded observations; oral expression by the student (personal opinion, group interaction); written responses by student (diary log, projective device, completion of rating scale).

RESOURCES: The resources include the state-adopted textbooks. Those books are listed on the left under resources. Additional suggested resources are listed on the right and include other books, videos, and computer software.

PART III: MATRIXES

There are three matrixes, each addressing one of the following: all aspects of the industry, basic skills, and state-adopted textbooks. These matrixes show which of the topics at the top of the matrix is addressed by each objective. For example, if there is a student strategy developed for an objective that deals with a specific topic given in the matrix, then it is indicated by an asterisk (*). Basic information about each matrix is given below.

ALL ASPECTS OF THE INDUSTRY

"All aspects of the industry" means strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety, and environmental issues. Definitions for these components are:

Planning: the act of formulating ideas or ambitions into a method for proceeding and accomplishing a goal.

Management: the process of achieving goals by effective use of human resources, technology, and material resources.

Finances: the managing or science of managing money matters or credit.

Technical and production skills: the ability to apply practical or mechanical skills in the process of creating, growing, manufacturing, or improving.

Underlying principles of technology: fundamental laws and facts, scientific knowledge and technical methods to achieve a practical purpose.

Labor issues: points, matters or questions to be disputed or decided concerning wage-earning workers.

Health and safety: the physical and mental well-being or soundness of the body in an environment that allows freedom from danger, injury or damage.

Environmental issues: matters or points of controversy related to the aggregate of all the external conditions, circumstances and influences affecting surroundings, life and its developmental processes.

BASIC SKILLS

The items included here are communication, math, science, and social studies. Communication includes oral, reading, writing and listening skills.

STATE-ADOPTED TEXTBOOKS

Textbooks for Home Economics Education were adopted in 1991 and are correlated with course objectives.

ALL ASPECTS OF THE INDUSTRY

FOODS AND NUTRITION

	COURSE OBJECTIVES	ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
001.01	Explain how food affects physical, emotional and social well-being.	*		*					
001.02	Explain the influences that life style, values, resources and culture have on food choices.	*	*	*	*			*	*
001.03	Describe how food fads, fallacies and facts affect our food choices.			*					
002.01	Describe new developments in the food industry.	*	*	*	*			*	*
002.02	Summarize the risks and benefits of food additives and supplements.			*	*	*			*
003.01	Explain nutrients, nutrient functions and their sources.			*			*		
003.02	Explain the effects of deficient and excessive nutrient intake.			*		*	*		
003.03	Discuss the process of digestion, absorption and metabolism.			*					
004.01	Determine nutrient needs of the individual.			*		*	*		*
004.02	Modify food selection for weight control.		*	*		*	*		*
004.03	Prepare foods to meet nutritional needs.		*	*		*	*		*
005.01	Describe basic kitchen plans, work centers and storage space.	*		*	*	*	*		*
005.02	Identify cookware and preparation tools.	*	*	*		*	*	*	*

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
005.03	Discuss the selection of major and portable appliances based on needs, care and resources.	*	*	*		*	*		*
006.01	Interpret the use of time, energy and money in meal management.	*	*	*		*	*		*
006.02	Describe safety and sanitation practices in food preparation and service.	*	*	*	*	*	*	*	*
006.03	Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes.		*	*	*	*	*	*	*
007.01	Use basic ingredients to prepare and serve quick breads.		*	*		*	*	*	*
007.02	Demonstrate the selection and preparation of a variety of grain products.	*	*	*		*	*		
008.01	Demonstrate the principles of selecting, preparing and serving fruits.	*	*	*		*	*		
008.02	Demonstrate the principles of selecting, preparing and serving vegetables and legumes.			*	*	*	*		
009.01	Demonstrate the principles of selecting, preparing and serving meats.		*	*		*	*	*	*
009.02	Demonstrate the principles of selecting, preparing and serving poultry.	*	*	*		*	*	*	
009.03	Demonstrate the principles of selecting, preparing and serving eggs.			*		*	*	*	

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
009.04	Demonstrate the principles of selecting, preparing and serving seafood.	*	*	*		*	*	*	
009.05	Demonstrate the principles of selecting, preparing and serving dairy products.		*	*		*	*		*
010.01	Describe the rituals and symbols of an organization.						*		
010.02	Illustrate effective and ineffective leadership.					*	*		
010.03	Identify opportunities for leadership roles and cooperative efforts.					*	*		
011.01	Use the planning process to make decisions.					*	*		
011.02	Distinguish between long and short term goals.					*	*		
011.03	Describe ways to manage time effectively.					*	*		
012.01	Explain how communication affects leadership.						*		
012.02	Prepare a written persuasive presentation.						*		
012.03	Present a prepared speech.						*		
012.04	Present an extemporaneous speech.						*		

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
013.01	State purposes for using parliamentary procedure.								
013.02	Prepare an agenda.						*		
013.03	Describe methods of voting.								
013.04	Demonstrate the steps for making and processing a motion.					*			
014.01	Determine nutritional needs of family members in different stages of the family life cycle.			*			*		
014.02	Prepare foods to meet nutritional needs during the family cycle.		*	*		*	*	*	
015.01	Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians, and those on low sodium and low cholesterol diets.	*		*		*	*		
015.02	Prepare foods to meet special dietary needs.		*	*			*	*	
016.01	Explain budgeting and buying principles.		*			*	*	*	
016.02	Describe legal aspects of consumer protection.		*	*	*	*	*		
017.01	Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings.	*	*	*	*	*	*	*	
017.02	Demonstrate the principles of selecting, planning, preparing and serving one-dish meals.		*	*		*	*	*	*

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
017.03	Demonstrate the principles of selecting, planning, preparing and serving pastries, pies and fillings.		*	*	*	*	*	*	*
017.04	Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings.		*	*		*	*	*	*
017.05	Identify types of yeast breads and the methods used in their preparation.		*	*		*	*	*	
017.06	Examine cultural foods in relation to the role they play in their native country.	*		*		*	*	*	
017.07	Identify regional foods and customs of the United States.	*							
018.01	Identify factors that influence the selection of table appointments and methods of service.		*						
018.02	Demonstrate appropriate manners when eating.						*		
018.03	Demonstrate table setting.	*	*			*	*		
018.04	Prepare well-balanced meals that incorporate appropriate planning, preparation and service.		*	*		*	*	*	
019.01	Examine personal skills for successful employment.					*	*		*
019.02	Interpret attitudes related to successful employment.				*		*		

ALL ASPECTS OF THE INDUSTRY

	ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
020.01 Identify career opportunities in foods and nutrition.						*		
020.02 Examine education and training needed for a career in foods and nutrition.		*				*		

BASIC SKILLS

FOODS AND NUTRITION

	COURSE OBJECTIVES	COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
001.01	Explain how food affects physical, emotional and social well-being.	*			*
001.02	Explain the influences that life style, values, resources and culture have on food choices.	*	*		*
001.03	Describe how food fads, fallacies and facts affect our food choices.	*			
002.01	Describe new developments in the food industry.	*		*	*
002.02	Summarize the risks and benefits of food additives and supplements.	*			*
003.01	Explain nutrients, nutrient functions and their sources.	*		*	
003.02	Explain the effects of deficient and excessive nutrient intake.	*		*	
003.03	Discuss the process of digestion, absorption and metabolism.	*		*	
004.01	Determine nutrient needs of the individual.	*	*	*	
004.02	Modify food selection for weight control.	*	*	*	
004.03	Prepare foods to meet nutritional needs.	*	*		
005.01	Describe basic kitchen plans, work centers and storage space.	*	*	*	*
005.02	Identify cookware and preparation tools.	*	*	*	

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
005.03	Discuss the selection of major and portable appliances based on needs, care and resources.	*	*	*	
006.01	Interpret the use of time, energy and money in meal management.	*	*	*	*
006.02	Describe safety and sanitation practices in food preparation and service.	*		*	
006.03	Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes.	*	*	*	
007.01	Use basic ingredients to prepare and serve quick breads.	*	*	*	*
007.02	Demonstrate the selection and preparation of a variety of grain products.	*	*	*	*
008.01	Demonstrate the principles of selecting, preparing and serving fruits.	*	*	*	*
008.02	Demonstrate the principles of selecting, preparing and serving vegetables and legumes.	*	*	*	*
009.01	Demonstrate the principles of selecting, preparing and serving meats.	*	*	*	
009.02	Demonstrate the principles of selecting, preparing and serving poultry.	*	*	*	
009.03	Demonstrate the principles of selecting, preparing and serving eggs.	*	*	*	

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
009.04	Demonstrate the principles of selecting, preparing and serving seafood.	*	*	*	
009.05	Demonstrate the principles of selecting, preparing and serving dairy products.	*	*	*	*
010.01	Describe the rituals and symbols of an organization.	*			
010.02	Illustrate effective and ineffective leadership.	*			
010.03	Identify opportunities for leadership roles and cooperative efforts.	*			
011.01	Use the planning process to make decisions.	*			
011.02	Distinguish between long and short term goals.	*			
011.03	Describe ways to manage time effectively.	*			
012.01	Explain how communication affects leadership.	*			
012.02	Prepare a written persuasive presentation.	*			
012.03	Present a prepared speech.	*			
012.04	Present an extemporaneous speech.	*			

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
013.01	State purposes for using parliamentary procedure.	*			
013.02	Prepare an agenda.	*			
013.03	Describe methods of voting.	*			
013.04	Demonstrate the steps for making and processing a motion.	*			
014.01	Determine nutritional needs of family members in different stages of the family life cycle.	*		*	
014.02	Prepare foods to meet nutritional needs during the family cycle.	*	*	*	
015.01	Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians, and those on low sodium and low cholesterol diets.	*	*	*	*
015.02	Prepare foods to meet special dietary needs.	*	*	*	
016.01	Explain budgeting and buying principles.	*	*	*	
016.02	Describe legal aspects of consumer protection.	*			*
017.01	Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings.	*	*	*	*

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
017.02	Demonstrate the principles of selecting, planning, preparing and serving one-dish meals.	*	*	*	*
017.03	Demonstrate the principles of selecting, planning, preparing and serving pastries, pies and fillings.	*	*	*	
017.04	Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings.	*	*	*	
017.05	Identify types of yeast breads and the methods used in their preparation.	*	*	*	
017.06	Examine cultural foods in relation to the role they play in their native country.	*	*	*	*
017.07	Identify regional foods and customs of the United States.	*	*	*	*
018.01	Identify factors that influence the selection of table appointments and methods of service.	*			*
018.02	Demonstrate appropriate manners when eating.	*			*
018.03	Demonstrate table setting.	*			*
018.04	Prepare well-balanced meals that incorporate appropriate planning, preparation and service.	*	*		
019.01	Examine personal skills for successful employment.	*			

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
019.02	Interpret attitudes related to successful employment.	*			
020.01	Identify career opportunities in foods and nutrition.	*			
020.02	Examine education and training needed for a career in foods and nutrition.	*			

FOODS AND NUTRITION

	COURSE OBJECTIVES	FOOD FOR TODAY	GUIDE TO GOOD FOOD	MODERN MEALS	THE WORLD OF FOOD
001.01	Explain how food affects physical, emotional and social well-being.	*	*	*	*
001.02	Explain the influences that life style, values, resources and culture have on food choices.	*	*	*	*
001.03	Describe how food fads, fallacies and facts affect our food choices.	*	*	*	*
002.01	Describe new developments in the food industry.	*	*	*	*
002.02	Summarize the risks and benefits of food additives and supplements.	*	*	*	*
003.01	Explain nutrients, nutrient functions and their sources.	*	*	*	*
003.02	Explain the effects of deficient and excessive nutrient intake.	*	*	*	*
003.03	Discuss the process of digestion, absorption and metabolism.	*	*	*	*
004.01	Determine nutrient needs of the individual.	*	*	*	*
004.02	Modify food selection for weight control.	*	*	*	*
004.03	Prepare foods to meet nutritional needs.	*	*	*	*
005.01	Describe basic kitchen plans, work centers and storage space.	*	*		*
005.02	Identify cookware and preparation tools.	*	*	*	*

		FOOD FOR TODAY	GUIDE TO GOOD FOOD	MODERN MEALS	THE WORLD OF FOOD
005.03	Discuss the selection of major and portable appliances based on needs, care and resources.	*	*	*	*
006.01	Interpret the use of time, energy and money in meal management.	*	*	*	*
006.02	Describe safety and sanitation practices in food preparation and service.	*	*	*	*
006.03	Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes.	*		*	*
007.01	Use basic ingredients to prepare and serve quick breads.	*	*	*	*
007.02	Demonstrate the selection and preparation of a variety of grain products.	*	*	*	*
008.01	Demonstrate the principles of selecting, preparing and serving fruits.	*	*	*	*
008.02	Demonstrate the principles of selecting, preparing and serving vegetables and legumes.	*	*	*	*
009.01	Demonstrate the principles of selecting, preparing and serving meats.	*	*	*	*
009.02	Demonstrate the principles of selecting, preparing and serving poultry.	*	*	*	*
009.03	Demonstrate the principles of selecting, preparing and serving eggs.	*	*	*	*

		FOOD FOR TODAY	GUIDE TO GOOD FOOD	MODERN MEALS	THE WORLD OF FOOD
009.04	Demonstrate the principles of selecting, preparing and serving seafood.	*	*	*	*
009.05	Demonstrate the principles of selecting, preparing and serving dairy products.	*	*	*	*
010.01	Describe the rituals and symbols of an organization.				
010.02	Illustrate effective and ineffective leadership.				
010.03	Identify opportunities for leadership roles and cooperative efforts.				
011.01	Use the planning process to make decisions.				
011.02	Distinguish between long and short term goals.				
011.03	Describe ways to manage time effectively.				
012.01	Explain how communication affects leadership.				
012.02	Prepare a written persuasive presentation.				
012.03	Present a prepared speech.				
012.04	Present an extemporaneous speech.				

		FOOD FOR TODAY	GUIDE TO GOOD FOOD	MODERN MEALS	THE WORLD OF FOOD
013.01	State purposes for using parliamentary procedure.				
013.02	Prepare an agenda.				
013.03	Describe methods of voting.				
013.04	Demonstrate the steps for making and processing a motion.				
014.01	Determine nutritional needs of family members in different stages of the family life cycle.	*	*	*	*
014.02	Prepare foods to meet nutritional needs during the family cycle.	*	*	*	*
015.01	Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians, and those on low sodium and low cholesterol diets.	*	*	*	*
015.02	Prepare foods to meet special dietary needs.	*	*	*	*
016.01	Explain budgeting and buying principles.	*	*	*	*
016.02	Describe legal aspects of consumer protection.	*	*	*	*
017.01	Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings.	*	*	*	*

		FOOD FOR TODAY	GUIDE TO GOOD FOOD	MODERN MEALS	THE WORLD OF FOOD
017.02	Demonstrate the principles of selecting, planning, preparing and serving one-dish meals.	*	*	*	*
017.03	Demonstrate the principles of selecting, planning, preparing and serving pastries, pies and fillings.	*	*	*	*
017.04	Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings.	*	*	*	*
017.05	Identify types of yeast breads and the methods used in their preparation.	*	*	*	*
017.06	Examine cultural foods in relation to the role they play in their native country.	*	*	*	*
017.07	Identify regional foods and customs of the United States.	*	*	*	*
018.01	Identify factors that influence the selection of table appointments and methods of service.	*	*	*	*
018.02	Demonstrate appropriate manners when eating.	*	*	*	*
018.03	Demonstrate table setting.	*	*	*	*
018.04	Prepare well-balanced meals that incorporate appropriate planning, preparation and service.	*	*	*	*
019.01	Examine personal skills for successful employment.	*	*	*	*

STATE-ADOPTED TEXTBOOKS

		FOOD FOR TODAY	GUIDE TO GOOD FOOD	MODERN MEALS	THE WORLD OF FOOD
019.02	Interpret attitudes related to successful employment.	*	*	*	*
020.01	Identify career opportunities in foods and nutrition.	*	*	*	*
020.02	Examine education and training needed for a career in foods and nutrition.	*	*	*	*

VoCATS
Course Blueprint

Home Economics Education

Course Name: Foods and Nutrition
Course Number: 7045

North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

Division of Vocational and Technical Education Services
Home Economics Education,116 West Edenton Street
Raleigh, North Carolina 27603-1712 **Summer 1992**

5/22/92

VoCATS Course Blueprint

A course blueprint is a document laying out the scope of the curriculum for a given course/program.
Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of the units and competencies, the weight or relative importance of the objective within the course or unit, and the recommended number of hours to be devoted to each.
The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid tests.
The material that appears in this blueprint replaces the contents of the Teacher Handbook developed in 1985.
For additional information about this blueprint, contact program area staff. For additional information about the Vocational Competency Achievement Tracking System, contact program area staff or the Program Support Unit, Division of Vocational and Technical Education Services, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 919/733-1526.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column Information
1	Seq Day1	Blank column reserved for local sequencing; Day 1-for use in noting first day of instruction for this unit, competency, and/or objective.
2	Test Pts	Blank column for use in recording number of points calculated to be on tests (Pre-Interim-Post). Calculations are based on the percent in Columns 4 and/or 5.
3	Time Hrs	Shows **suggested** amount of time needed for instruction and learning. For example, 2.5 is read as 2 1/2 hours.
4	UNIT Weight	A percentage indicates the relative importance or weight of each competency within a specific unit or each objective within a specific unit. Information in Column 4 is used to plan the yearly calendar of work and as a Test Blueprint for interim tests.
5	COURSE Weight	A percentage indicates the relative importance or weight of each unit within the total course or program, each competency within the total course or program, or each objective within the total course or program. Information in Column 5 is used to plan the yearly calendar of work and as a Test Blueprint for pretests and posttests.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive 1,2,3; P=Psychomotor; A=Affective.)
7	Related Skill Area	Related Skills codes: A=Arts; C=Communications; H=Health/Safety; J=JTPA; M=Math; SC=Science; SS=Social Studies; V=Vocational (or AG/BE/HE/HO/ME/TE/TI/CX).
8	Level	Level 1, 2, or 1-2; NA=Not Applicable
9	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated Core must be included in the yearly calendar of work.
10	Comp# Obj.#	Comp=Competency number (three digits); Obj=Objective number (competency number plus two-digit objective number).
11	Unit Titles/ Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The student will be able to. . ." (The stem appears once in Column 11.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.

Activities and procedures within the Division of Vocational and Technical Education Services are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin or handicap.

HOME ECONOMICS EDUCATION

COURSE BLUEPRINT for 7045 (CIP# 20 0108): FOODS AND NUTRITION

[Course Length: 1 year; Class Length: 1 period]

Teacher: **School:** **LEA:**

Class Period(s): Circle 1st 2nd 3rd 4th 5th 6th 7th **Room** **School Year: 199 -199 .**

Seq. Day 1	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Area	Level	Core Supp	Comp# Obj.#	Unit Titles / Competency and Objective Statements (The student will be able to:).
1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7045: [Summer 1992]: Page 1 .
		180		100%						**FOODS AND NUTRITION**
		90		50%						**SEMESTER I: FOODS AND NUTRITION**
		8	100%	4.5%					A	**FOOD CUSTOMS AND TRENDS**
		4	50%	2.3%	C2	CIMISS	1	Core	**001.00**	**Interpret reasons for food choices.**
		1	12.5%	.6%	C2	CISS	1	Core	001.01	Explain how food affects physical, emotional and social well-being.
		2	25%	1.1%	C2	CIMISS	1	Core	001.02	Explain the influences that life style, values, resources and culture have on food choices.
		1	12.5%	.6%	C2	C	1	Core	001.03	Describe how food fads, fallacies and facts affect our food choices.
		4	50%	2.2%	C2	CISCISS	1	Core	**002.00**	**Explain how scientific and technological development affect food choices.**
		2	25%	1.1%	C1	CISCISS	1	Core	002.01	Describe new developments in the food industry.
		2	25%	1.1%	C2	CISS	1	Core	002.02	Summarize the risks and benefits of food additives and fortifers.
		20	100%	11.1%					B	**RELATION OF DIET TO NUTRIENT REQUIREMENTS AND HEALTH**
		10	50%	5.6%	C2	CISC	1	Core	**003.00**	**Interpret the relationship of diet to health.**
		5	25%	2.8%	C2	CISC	1	Core	003.01	Explain nutrients, nutrient functions and their sources.
		3	15%	1.7%	C2	CISC	1	Core	003.02	Explain the effects of deficient and excessive nutrient intake.
		2	10%	1.1%	C2	CISC	1	Core	003.03	Discuss the process of digestion, absorption and metabolism.
		10	50%	5.5%	C3P	CIMISC	1	Core	**004.00**	**Prepare foods to meet nutrient requirements.**
		4	20%	2.2%	C3	CIMISC	1	Core	004.01	Determine nutrient needs of the individual.
		2	10%	1.1%	C3	CIMISC	1	Core	004.02	Modify food selection for weight control.
		4	20%	2.2%	C3P	CIM	1	Core	004.03	Prepare foods to meet nutritional needs.

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7045: [Summer 1992]: Page 2 .
		12	100%	6.6%					C	MANAGEMENT OF KITCHENS AND RESOURCES
		5	42%	2.7%	C2	CIMISCI SS	1	Core	005.00	**Explain techniques for organization and management of kitchens, equipment and resources.**
		1.5	13%	.8%	C1	CIMISCI SS	1	Core	005.01	Describe basic kitchen plans, work centers and storage space.
		2	16%	1.1%	C1	CIMISC	1	Core	005.02	Identify cookware and preparation tools.
		1.5	13%	.8%	C2	CIMISC	1	Core	005.03	Discuss the selection of resources.
		7	58%	3.9%	C2	CIMISCIS S	1	Core	006.00	**Investigate effective and efficient use of resources in the preparation and service of food.**
		2	16.5%	1.1%	C2	CIMISCI SS	1	Core	006.01	Interpret the use of time, energy and money in meal management.
		2	16.5%	1.1%	C1	CISC	1	Core	006.02	Describe safety and sanitation practices in food preparation and service.
		3	25%	1.7%	C2	CIMISC	1	Core	006.03	Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes.
		40	100%	22.4%					D	FOOD PREPARATION TECHNIQUES
		10	25%	5.6%	C3P	CIMISCI SS	1	Core	007.00	**Prepare quick breads and grain products.**
		7	17.5%	3.9%	C3P	CIMISCI SS	1	Core	007.01	Use basic ingredients to prepare and serve quick breads.
		3	7.5%	1.7%	C3P	CIMISCI SS	1	Core	007.02	Demonstrate the selection and preparation of a variety of grain products.
		9	22.5%	5.0%	C3P	CIMISCI SS	1	Core	008.00	**Prepare fruits and vegetables.**
		4	10%	2.2%	C3P	CIMISCI SS	1	Core	008.01	Demonstrate the principles of selecting, preparing and serving fruits.
		5	12.5%	2.8%	C3P	CIMISCI SS	1	Core	008.02	Demonstrate the principles of selecting, preparing and serving vegetables and legumes.
		21	52.5%	11.8%	C3P	CIMISC	1	Core	009.00	**Prepare meats, poultry, eggs, seafood and dairy products.**
		5	12.5%	2.8%	C3P	CIMISC	1	Core	009.01	Demonstrate the principles of selecting, preparing and serving meats.
		5	12.5%	2.8%	C3P	CIMISC	1	Core	009.02	Demonstrate the principles of selecting, preparing and serving poultry.
		3	7.5%	1.7%	C3P	CIMISC	1	Core	009.03	Demonstrate the principles of selecting, preparing and serving eggs.
		5	12.5%	2.8%	C3P	CIMISC	1	Core	009.04	Demonstrate the principles of selecting, preparing and serving seafood.

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7045: [Summer 1992]: Page 3 .
		3	7.5%	1.7%	C3P	CIMISC	1	Core	009.05	Demonstrate the principles of selecting, preparing and serving dairy products.
		10	100%	5.8%					E	**LEADERSHIP AND CITIZENSHIP**
		2	20%	1.1%	C2	CISS	1	Core	**010.00**	**Explain characteristics needed to be a productive member of society.**
		.5	5%	.3%	C1	CISS	1	Core	010.01	Describe the rituals and symbols of an organization.
		1	10%	.5%	C2	CISS	1	Core	010.02	Illustrate effective and ineffective leadership.
		.5	5%	.3%	C1	CISS	1	Core	010.03	Identify opportunities for leadership roles and cooperative efforts.
		2.0	20%	1.1%	C3	CISS	1	Core	**011.00**	**Apply decision-making skills in individual/organizational activities.**
		1	10%	.5%	C3	CISS	1	Core	011.01	Use the planning process to make decisions.
		.5	5%	.3%	C3	CISS	1	Core	011.02	Distinguish between long and short term goals.
		.5	5%	.3%	C1	CISS	1	Core	011.03	Describe ways to manage time effectively.
		3.0	30%	1.8%	C3P	CISS	1	Core	**012.00**	**Practice effective communication skills.**
		.5	5%	.3%	C2	CISS	1	Core	012.01	Explain how communication affects leadership.
		.5	5%	.3%	C3P	CISS	1	Core	012.02	Prepare a written persuasive presentation.
		1.0	10%	.6%	C3P	CISS	1	Core	012.03	Present a prepared speech.
		1.0	10%	.6%	C3P	CISS	1	Core	012.04	Present an extemporaneous speech.
		3.0	30%	1.8%	C3P	CISS	1	Core	**013.00**	**Demonstrate techniques conducting for a meeting.**
		.5	5%	.3%	C1	CISS	1	Core	013.01	State purposes for using parliamentary procedure.
		.5	5%	.3%	C3	CISS	1	Core	013.02	Prepare an agenda.
		1.0	10%	.6%	C1	CISS	1	Core	013.03	Describe methods of voting.
		1.0	10%	.6%	C3P	CISS	1	Core	013.04	Demonstrate the steps for making and processing a motion.
		90		50%						**SEMESTER II**
		20	100%	11.2%			1	Core	F	**SPECIAL NUTRITIONAL NEEDS**
		10	50%	5.6%	C3P	CIMISC	1	Core	**014.00**	**Examine nutritional needs during the family life cycle.**
		5	25%	2.8%	C3	CISC	1	Core	014.01	Determine nutritional needs of family members in different stages of the family life cycle.
		5	25%	2.8%	C3P	CIMISC	1	Core	014.02	Prepare foods to meet nutritional needs during the family cycle.

1	2	3	4	5	6	7	8	9	10	11
		10	50%	5.6%	C3PA	CIMISCIS S	1	Core	**015.00**	**Formulate dietary guidelines for meeting special nutritional needs of family members.**
		5	25%	2.8%	C3	CIMISCIS S	1	Core	015.01	Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians and those on low sodium and low cholesterol diets.
		5	25%	2.8%	C3P	CIMISC	1	Core	015.02	Prepare foods to meet special dietary needs.
		65	100%	36.2%					G	**MEAL MANAGEMENT**
		5	8%	2.8%	C2	CIMISCIS S	1	Core	**016.00**	**Interpret consumer rights, responsibilities and choices in managing the food dollar.**
		3	5%	1.7%	C2	CIMISC	1	Core	016.01	Explain budgeting and buying principles.
		2	3%	1.1%	C1	CISS	1	Core	016.02	Describe legal aspect of consumer protection.
		48	74%	26.7%	C3PA	CIMISCIS S	1	Core	**017.00**	**Use management skills and artistic ability for preparation of foods.**
		8	12%	4.4%	C3PA	CIMISCIS S	1	Core	017.01	Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings.
		8	12%	4.4%	C3PA	CIMISCIS S	1	Core	017.02	Demonstrate the principles of selecting, planning, preparing and serving one dish meals.
		10	15.5%	5.6%	C3PA	CIMISC	1	Core	017.03	Demonstrate the principles of selecting, planning, preparing and serving pastries, pies and fillings.
		10	15.5%	5.6%	C3PA	CIMISC	1	Core	017.04	Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings.
		3	5%	1.7%	C1	CIMISC	1	Core	017.05	Identify types of yeast breads and the methods used in their preparation.
		5	8%	2.8%	C3PA	CIMISCIS S	1	Core	017.06	Examine cultural foods in relation to the role they play in their native country.
		4	6%	2.2%	C1	CIMISCIS S	1	Core	017.07	Identify regional foods and customs of the United States.
		12	18%	6.7%	C3PA	CIMISS	1	Core	**018.00**	**Establish an atmosphere for meal enjoyment.**
		1	1%	.6%	C1	CISS	1	Core	018.01	Identify factors that influence the selection of table appointments and methods of service.
		2	3%	1.1%	C3PA	CISS	1	Core	018.02	Demonstrate appropriate manners when eating.
		2	3%	1.1%	C3PA	CISS	1	Core	018.03	Demonstrate table setting.
		7	11%	3.9%	C3PA	CIM	1	Core	018.04	Prepare well-balanced meals which incorporate appropriate planning, preparation and service.
		5	100%	2.9%					H	**CAREER OPPORTUNITIES**

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7045: [Summer 1992]: Page 5 .
		2	40%	1.2%	C3	C	1	Core	**019.00**	**Analyze skills and attitudes needed for successful employment.**
		1	20%	.6%	C3	C	1	Core	019.01	Examine personal skills for successful employment.
		1	20%	.6%	C2	C	1	Core	019.02	Interpret attitudes related to successful employment.
		3	60%	1.7%	C3	C	1	Core	**020.00**	**Explore career opportunities in foods and nutrition.**
		1	20%	.6%	C1	C	1	Core	020.01	Identify career opportunities in foods and nutrition.
		2	40%	1.1%	C3	C	1	Core	020.02	Examine education and training needed for a career in foods and nutrition.

34a

COURSE OUTLINE
FOODS AND NUTRITION

SEMESTER I

I. Food Customs and Trends

A. Reasons for food choices
1. Physical, emotional and social well-being
2. Life style, values, resources and culture
3. Food fads, fallacies and facts

B. Scientific and technological developments
1. Developments
2. Risks and benefits of food additives and supplements

II. Nutrient Requirements and Health

A. Diet and health
1. Nutrients
2. Deficit and excessive nutrient intake
3. Digestion, absorption, and metabolism

B. Nutrient Requirements
1. Nutrient needs of the individual
2. Weight control
3. Food preparation to meet nutrient needs

III. Management of Kitchens and Resources

A. Organization and management of kitchens, equipment and resources
1. Kitchen plans, work centers and storage space
2. Cookware and preparation tools
3. Appliance selection

B. Effective and efficient use of resources
1. Time, energy and money management
2. Safety and sanitation
3. Terminology, symbols, computations, abbreviations, and directions of recipes

IV. Food Preparation Techniques

A. Quick breads and grain products
1. Basic ingredients and quick breads
2. Grain products

B. Fruits and vegetables
1. Fruits
2. Vegetables

C. Meats, poultry, eggs, seafood, and dairy products
   1. Meats
   2. Poultry
   3. Eggs
   4. Seafood
   5. Dairy products

V. Leadership and Citizenship

A. Characteristics of a productive member of society
   1. Rituals and symbols
   2. Effective and ineffective leadership
   3. Opportunities for leadership

B. Decision-making skills
   1. Planning process
   2. Long- and short-term goals
   3. Effective time management

C. Communication skills
   1. Communication and leadership
   2. Persuasive presentation
   3. Prepared speech
   4. Extemporaneous speech

D. Conducting a meeting
   1. Parliamentary procedure
   2. Agendas
   3. Methods of voting
   4. Processing a motion

SEMESTER II

VI. Special Nutritional Needs

A. The family life cycle
   1. Nutrient needs during the stages of the family life cycle
   2. Food preparation for the stages of the life cycle

B. Dietary guidelines for special nutrient needs
   1. Diabetes, obesity, vegetarians, and monitoring sodium and cholesterol intake
   2. Food preparation for special dietary needs

VII. Meal Management

A. Food dollar management
   1. Principles of budgeting and buying
   2. Legal aspects of consumer protection

B. Management skills and artistic ability in food preparation
   1. Salads and salad dressings
   2. One-dish meals
   3. Pastries, pies and fillings
   4. Cookies, cakes and frostings
   5. Yeast breads
   6. Cultural foods
   7. Regional foods

C. Meal enjoyment
   1. Table appointments and methods of service
   2. Manners
   3. Table setting
   4. Planning, preparation and service of well-balanced meals

VIII. Career Opportunities

A. Skills and attitudes for successful employment
   1. Personal skills
   2. Attitudes and successful employment

B. Food and nutrition careers
   1. Career opportunities identified
   2. Education and training requirements

COURSE: Foods and Nutrition I **UNIT:** Food Customs and Trends

COMPETENCY: 001.00 - C2 : Interpret reasons for food choices.

OBJECTIVE : 001.01 - C2 : Explain how food affects physical, emotional and social well-being.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Effects of food	C1	List reasons why food is important to you. Share your list with classmates.
Physical Nourishment Hunger Starvation	C2	List your likes and dislikes in foods. Discuss whether your likes and dislikes are similar to those of your family members. State reasons for the similarities.
Emotional/Psychological Security Enjoyment Belonging Hunger vs. appetite	C2	Give your responses to the following self-inventory at a FHA/HERO meeting. As a group, summarize and discuss similar responses. I eat when I am alone. I eat most when I am with others. I eat when I am tense or unhappy. I eat to postpone doing things. I snack frequently. I am a picky eater. I feel guilty when I eat certain foods. I consider myself overweight. I consider myself underweight. I stop eating when I feel full.
Social Family Friends	C2	Comment on pictures of starving children or individuals. Discuss how the lack of food has affected them physically, emotionally and socially. Identify countries that seem to be affected most by starvation. Relate starvation to people in the United States.
	C2	Discuss the difference between hunger and appetite. Is it hunger or appetite that makes us eat too many potato chips, chocolate chip cookies or pizza?
	C2	Relate foods and eating patterns to the following needs. Security Social acceptance Punishment or reward Food to avoid responsibility Tension reliever Behavior changes Relief from loneliness

COMPETENCY: 001.00 - C2 **OBJECTIVE:** 001.01 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Discuss the following questions with your classmates. Why are foods comforting? What makes certain foods "in" or prestigious? Why do people of different ages like different foods? What would you serve or not serve at a party? What are current fads in foods? What makes you turn to certain foods when you are anxious, nervous, or angry? What foods were you forced to eat as a child? Did your family reward you with food? Were you deprived of certain foods as a child? What eating habits did your family insist on? Did you rebel?

RESOURCES

Food for Today	pp. 2-5
Guide to Good Food	pp. 13-22
Modern Meals	pp. 17-22
The World of Food	pp. 6-92

COURSE: Foods and Nutrition I **UNIT:** Food Customs and Trends

COMPETENCY: 001.00 - C2 : Interpret reasons for food choices.

OBJECTIVE : 001.02 - C2 : Explain the influences that life styles, values, resources and cultures have on food choices.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Influences on food choices and eating patterns	C2	With grandparents or an older person in your community, discuss the following topics as they relate to their youth: Typical foods served at a meal Average amount of money spent weekly on food Cost of specific food items Basic food preparation techniques Changes in the appearance and packaging of food items Make a summary of your discussion and share with the class.
Life style		
Values		
Attitudes		
Resources Food supply Money Time Knowledge and skills Energy Imagination Tools	C1	Identify eating patterns that are a direct result of religious beliefs.
	C2	Outline ways a family can extend its food budget through the use of the following: Knowledge and skills Energy Time Imagination
Culture	C2	Discuss the impact economic conditions have on food choices. Relate the effect labor issues have on food choices and availability.
	C1	Identify what cultures are represented in your class. Include parents, grandparents and great-grandparents. Recognize food traditions that are related to the cultures mentioned.
Advertising	C1	Using the FHA/HERO project, "It's a small world after all," identify food customs associated with another culture that have become part of our food patterns and customs. Identify cultural foods you or your family frequently eat.
	C2	Identify kitchen tools and appliances that exemplify technological advancements. Interpret how their use saves time and energy with today's life styles. Do they justify themselves economically?

COMPETENCY: 001.00 - C2 **OBJECTIVE:** 001.02 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Identify areas of environmental concern related to food. How have these concerns affected your food choices? (Include things such as recycling, pesticides, and fertilizers.)
	C1	Relate weather conditions, food supplies and their cost to the consumer. Cite examples of foods currently affected.
	C2	Choose a partner, and identify how families vary with the use of food for special occasions. Birthdays — Recreation Anniversaries — Religious Holidays Family Reunion
	C2	Discuss how food habits and preferences formed early in life are difficult to change.

RESOURCES

Food for Today	pp. 3-15	Discovering Food	pp. 46-47
Guide to Good Food	pp. 13-22		
Modern Meals	pp. 22-25		
The World of Food	pp. 3-17		

COURSE: Foods and Nutrition I **UNIT:** Food Customs and Trends

COMPETENCY: 001.00 - C2 : Interpret reasons for food choices.

OBJECTIVE : 001.03 - C1 : Describe how food fad, fallacies and facts affect food choices.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Fads, fallacies and facts	C1	Identify information that relates to either food quackery or food fallacies.
Food fallacies Food quacks Fact vs. fallacy Food fads	C1	List traits about food articles and advertisements that indicate food fallacies and food quackery. Pick out examples of either of these from magazines, newspapers, or television commercials. Describe why it represents a food fallacy or quackery.
Health foods	C1	Identify common myths about vitamins.
	C1	Identify food items regularly eaten by peers that represent current food fads. Name alternatives to those items that would be more nutrient dense.
	C1	Identify sources of dependable information on food.
	C1	Choose a diet article and describe it to the class (Examples: Scarsdale, Grapefruit, Cambridge, Slimfast, Weight Watchers, Dolly Parton, etc.). Highlight the following: Is it a sensible diet? How many calories per day does it include? Does it provide a variety of foods and balanced nutrition? Does it promise realistic results?
	C1	Identify consumer-oriented periodicals for current information on fad diets, quacks or quackery, natural foods, and organic foods. Select an article, and give a description to the class about its contents.
	C1	Fact or Fallacy: State whether caffeine is hazardous to your health.

RESOURCES

Food for Today	pp. 16-20	"What Are You Really Eating" (McGraw-Hill Media)
Guide to Good Food	pp. 84	
Modern Meals	pp. 116, 128	
The World of Food	pp. 21-25	

COURSE: Foods and Nutrition I **UNIT:** Food Customs and Trends

COMPETENCY: 002.00 - C2 : Explain how scientific and technological developments affect food choices.

OBJECTIVE : 002.01 - C1 : Describe new developments in the food industry.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
The Food Industry Scientific advances in technology Food processing Food packaging Transportation Agriculture technology	C1	Identify periodicals containing information on the most recent developments in food products and production. Select from the identified periodicals, one article to describe to the class (Examples: imitation foods, food processing, food packaging, etc.).
	C1	Describe "New Earth Happy Packaging." State its impact on the environment. Identify ways fast food stores are using this type of packaging.
	C1	While food shopping, recognize the effect science and technology have had on food items and their packaging. Describe your finding to the class.
	C1	Define the terms aquaculture and mariculture. Cite their potential impact on future food supplies.
	C1	Identify foods and forms of foods used in space. State how and why these foods have influenced our food selections (quick to fix, easily transported and do not need refrigeration).
	C1	Describe the retort pouch and aseptic packaging which are alternatives to canned foods. Pick out examples and share them with the class. What is the cost difference, if any, between canned foods and the retort pouch and aseptic packaging?
	C1	Define irradiation. Identify benefits and disadvantages or potential health hazards of irradiated food.
	C1	At an FHA/HERO meeting, serve samples of military field rations as refreshments. List ways technology has impacted nutritional foods for military personnel.

RESOURCES

Food for Today	pp. 22,24,138,176,215, 260,387,443,561,577
Guide to Good Food	pp. 111,467-468
Modern Meals	pp. 26-27
The World of Food	pp. 25-32

COURSE: Foods and Nutrition I **UNIT:** Food Customs and Trends

COMPETENCY: 002.00 - C2 : Explain how scientific and technological developments affect food choices.

OBJECTIVE : 002.02 - C2 : Summarize the risks and benefits of food additives and fortifiers.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Food Additives and Fortifiers	C2	Interpret food labels. Identify food additives and fortifiers on the label. Relate ingredients to health issues.
Benefits Food additives Food fortifiers	C1	Explain the difference between enrichment and fortification.
Health risks Food additives Food fortifiers	C1	Identify basic purposes of food additives and how they are tested for safety?
Food supplements	C1	Identify the following federal agencies: EPA (Environmental Protection Agency) FDA (Food and Drug Administration) FTC (Federal Trade Commission) FSIS(Food Safety and Inspection Service) USDA(United States Department of Agriculture)
Food substitutes		Can you list other agencies that exert efforts to protect our food supply?
Government regulations EPA FDA FTC FSIS USDA	C1	Identify what GRAS stands for and explain how the GRAS list works.
GRAS List	C2	Discuss food supplements on the market today. Tell why some people are advised by their doctors to take them.
	C2	Comment on the use of sugar and fat substitutes. Relate their use to health issues.

RESOURCES

Food for Today	pp. 20-26	Cancer and Nutrition pp. 139-141
Guide to Good Food	pp. 188-190	
Modern Meals	pp. 167-168	
The World of Food	pp. 4, 24-25, 192	

COURSE: Foods and Nutrition I **UNIT:** Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 003.00 - C2 : Interpret the relationship of diet to health.

OBJECTIVE : 003.01 - C2 : Explain nutrients, nutrient functions and their sources.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
The Science of Nutrition Nutrients in food Protein Carbohydrates Fats Vitamins Minerals Water Nutrient functions Nutrient sources	C1	Identify the nutrients. Describe the function of each. Pick out pictures of food from magazines that serve as excellent sources for each nutrient. Label each picture with the nutrient it provides.
	C2	Illustrate how good sources of protein can be made with combinations of certain foods that do not have animal origins. (Examples: black-eyed peas and rice, corn and lima beans, rice and refried beans, bean and barley soup, or peanut butter and bread).
	C1	Identify the three types of carbohydrates. List the characteristics of simple and complex carbohydrates. Recognize good sources of each type.
	C2	Interpret the difference between complete and incomplete protein.
	C1	List all the vitamins. Identify those that are fat-soluble and those that are water-soluble. Tell how the food preparation method is important in their preservation.
	C1	"Fats have a bad reputation." Give reasons to show that this may or may not be true.
	C1	Select foods from a display or pictures from magazines to form a meal you would enjoy eating. Let your selection be based on color only. Pick out the nutrients your meal contains using resources provided by the teacher. Based on your findings, is the following statement true? "The more color a meal has most likely means you are eating one that is well-balanced."
	C2	As an FHA/HERO project, illustrate a nutrition comic book for elementary school children.

COMPETENCY: 003.00 - C2 **OBJECTIVE:** 003.01 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Present in understandable terms, individual vitamins and minerals. Describe their functions and list food sources of each by way of a written or oral report.
	C2	Interpret information presented by a nutritionist at an FHA/HERO meeting. Summarize the main points and share with your classmates and friends.

RESOURCES

Food for Today	pp. 30-53, 60,61	Cancer and Nutrition pp. 35-42
Guide to Good Food	pp. 24-45	Discovering Foods pp. 28-35
Modern Meals	pp. 31-44	Foods pp. 37-60 (EMC)
The World of Food	pp. 41-56	"Chocolate Milk" (Dairy Council)
		"Nutrition" (Meridian)

COURSE: Foods and Nutrition I **UNIT:** Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 003.00 - C2 : Interpret the relationship of diet to health.

OBJECTIVE : 003.02 - C2 : Explain the effects of deficient and excessive nutrient intake.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Health and Nutrient Intake Nutrient intake Deficiencies Overdoses Impact on health from nutrient deficiencies and overdoses	C2	Discuss diseases associated with nutrient deficiencies. Include the following: Night Blindness — Kwashiorkor Rickets — Goiter Beriberi — Anemia Pellegra — Scurvey Can you identify others?
	C1	Identify health problems associated with overdosing on specific nutrients.
	C2	Age and gender affect our nutrient needs and intake. Explain how the Daily Food Guide and the U.S. Recommended Daily Allowance charts are helpful in identifying your personal nutritional needs.
	C2	Interpret why vitamin supplements are not recommended for everyone. Discuss your findings with the class.
	C2	Discuss how stress, alcohol and drugs can affect the body's utilization of nutrients.
	C2	In a notebook, list foods that you eat over a period of seven days. Interpret what foods you need to increase and/or decrease with the use of resources provided by the teacher. Identify habits or situations in your lifestyle that make eating a well-balanced diet difficult. Identify possible solutions to promote a better balanced diet.
	C2	Discuss the importance of diet management. Relate health problems to poor diet management.
	C2	View and discuss a video on diet and cancer. Relate the potential hazard of cancer to a high fat diet.

COMPETENCY: 002.00 - C2 OBJECTIVE: 003.02 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	At an FHA/HERO meeting, explain the effects poor nutrition can have on pregnant teens and their unborn child. Illustrate, through role playing, how to make nutritious and healthy food choices.
	C2	Explain how to use computer programs as a tool for diet management.

RESOURCES

Food for Today	pp. 37-53
Guide to Good Food	pp. 24-45
Modern Meals	pp. 31-44
The World of Food	pp. 41-56

Cancer and Nutrition pp. 59-94
Discovering Food pp. 62-82
"Diet: The Cancer Connection" (FFHS)
ByteCise: Nutrition and Exercise Software (SW)
The Diet Balancer (Nutridata)
The Food Processor II (ESHA)
Salty Dog (DDA Software)

COURSE: Foods and Nutrition I **UNIT:** Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 003.00 - C2 : Interpret the relationship of diet to health.

OBJECTIVE : 003.03 - C2 : Discuss the process of digestion, absorption and metabolism.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Digestion, Absorption and Metabolism	C1	Identify the parts of the human body involved with the digestive process. Describe the role of each body part in the digestive process.
Digestion Mouth Esophagus Stomach Small intestines Waste elimination	C2	Interpret the role enzymes play in the digestive process. Identify the enzymes used by the body during digestion. Discuss the following: Where does digestion begin? Where are enzymes located? Are there foods that begin to digest in your mouth? Are there foods your body does not digest?
Absorption Small intestine The liver Circulatory system	C1	Define the following terms: Metabolism Basal metabolic rate (BMR) Energy Calories
Metabolism Basal metabolic rate Energy Calories		Identify factors that affect your BMR.
	C2	Explain the effect of fasting on your BMR. Why must large amounts of water be consumed during fasting? What harmful effects may a person experience while fasting?
	C2	Explain the process of osmosis in the digestive process. Make a summary of your observations from a teacher demonstration of the food science experiment titled "Osmosis - Travel through a Membrane."
	C2	Draw your own conclusions about enzymes and digestion by a food science experiment. Slowly chew a piece of bread. Notice how the taste of the bread becomes sweeter. Relate this to the breakdown of carbohydrates and to the role digestion plays in enhancing the oral environment for tooth decay.

RESOURCES

Food for Today	pp. 55-65	Food Science and You pp.176-204
Guide to Good Food	pp. 43-50	
Modern Meals	pp. 46-50	
The World of Food	pp. 67-80	

COURSE: Foods and Nutrition I **UNIT:** Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 004.00 - C3P : Prepare foods to meet nutrient requirements.

OBJECTIVE : 004.01 - C3 : Determine nutrient needs of the individual.

TIME: 4 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Nutrient Needs of the Individual	C1	Identify food groups in the daily food guide. State the recommended number of servings you need daily.
Daily food guide Milk-cheese Fruit-vegetable Meat-poultry-fish-beans Bread-cereal Fats-sweets	C1	Define the term nutrient density. Identify snack foods that are nutrient dense.
	C3	Critique the video: "Menu Planning for Fast Food Addicts." Discuss the following: Justify how you can eat healthy, nutritional foods at fast food restaurants. Explain what "informed choices" means when related to food selection at home or when eating out. Based on nutritional information about the basic food groups, what food group should we eat from in the least amount? Justify your answer. When purchasing fast or convenience foods at the grocery store, what do you need to look for in determining the nutritional quality of those food items? When eating out and making your food selection, why should you be concerned about the cooking method? Explain why the cooking methods makes a difference as related to healthy food choices.
Meal patterns Breakfast Lunch or Supper Dinner Snacks Eating out		
Nutrient density		
	C3	Keep a diary of the foods you eat for seven consecutive days using a computer program or food record form provided by the teacher. Evaluate your diet and meal patterns. Calculate your nutrient intake. What changes are needed that would improve your dietary habits?
	C1	Identify factors that determine your nutrient needs such as age, activity level, and gender.
	C3	"Gloom" ratings are designed to give a quick summary of a food's or meal's overall nutritional value. The ratings emphasize fat, cholesterol, sodium, and added sugar content which contribute to heart disease, high blood pressure, diabetes, tooth decay, and certain cancers. Using a fast-food guide, evaluate your favorite foods for their gloom points.

COMPETENCY: 004.00 - C3P **OBJECTIVE:** 004.01 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Evaluate nutritional quality of food intake with the aid of computer programs.
	C3	Establish a comprehensive list of foods you like or will eat. From that list make menus for five days. You may include foods only from your comprehensive list. Evaluate your meal patterns using the daily food guide. Note menu imbalances and propose dietary changes that will enhance your nutritional intake.
	C3	As an FHA/HERO "student body" project, establish a wellness plan to include: Choosing and eating nutritious food Exercising regularly Getting plenty of sleep Learning to handle stress Avoiding harmful chemical substances.

RESOURCES

Food for Today	pp. 75-89
Guide to Good Food	pp. 52-57, 82-89
Modern Meals	pp. 59-78
The World of Food	pp. 57-63

Discovering Food pp. 22-27, 36-45
Fast-Food Guide
"Junk Food" (Cambridge Career Products)
"Menu Planning for Fast Food Addicts" (Sch.Co.)
"Snackology" (Learning Seed)
"Serving Sizes: Nutritional Equivalents" (Meridian)
"The Fast Food Caper: What's In It For You" (Cambridge Career Products)
ByteCise: Nutrition and Exercise Software (SW)
The Diet Balancer (Nutridata)
The Food Processor II (ESHA)

COURSE: Foods and Nutrition I **UNIT:** Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 004.00 - C3P : Prepare foods to meet nutrient requirements.

OBJECTIVE : 004.02 - C3 : Modify food selection for weight control.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Weight Control	C3	Speak on the topic, "Battle of the Bulge" as it relates to weight control. Include probable causes for being overweight.
Determining ideal weight Body type Height-weight chart Skinfold test	C3	Yo-yo dieting is when someone loses weight rapidly and then gains it right back. This process is often repeated numerous times. List reasons why this happens? Make recommendations for a healthier approach to dieting.
Overweight Causes Complications	C3	Determine the following about yourself: Ideal body weight Present body weight Height Body type (small, medium or large framed)
Underweight Causes Complications		
Weight-related health problems Anorexia nervosa Bulimia	C3	Assuming you need to lose weight, plan a day's menu for yourself. Refer to the food charts in your texts for serving size and caloric values. Explain the difference between your present eating habits and those of your planned diet menus.
Maintaining proper body weight	C1	Identify high calorie and empty calorie foods that could be eliminated in your daily food habits. List alternate food items that are lower in calories and higher in nutritional value.
	C3	Present a paper to the class on weight-related health problems.
	C3	View a video on anorexia nervosa and bulimia. Differentiate between the two weight-related health problems. Debate, with FHA/HERO members, the relationship of America's cultural obsession with weight, eating and body image to the cause of eating disorders.
	C1	Identify careers related to weight management. Describe training needed for employment.

COMPETENCY: 004.00 - C3P **OBJECTIVE:** 004.02 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Analyze ways you can be sensitive and helpful to a friend who may have problems with his or her weight or with food. Summarize your findings with a group or the class.
	C3	Critique a video on weight control. Discuss your findings.
	C3	Evaluate the expense of highly advertised dieting programs.
	C3	Organize a school-wide weight-control program as an FHA/HERO project.
	C3	Plan an eating disorder seminar through FHA/HERO.
	C3	Determine correct size of food portions used in weight control. Demonstrate accurate measurements of food portions, using measuring cups, spoons, and a food scale.

RESOURCES

Food for Today	pp. 91-104
Guide to Good Food	pp. 68-77
Modern Meals	pp. 103-119
The World of Food	pp. 87-93

Cancer and Nutrition pp. 277-287
"A Matter of Fat" (Dairy Co.)
"Cathy Rigby on Eating Disorders (Increase Video)
"Controlling Weight Sensibly" (Meridian)
"Delicious Low Cholesterol and Low Calorie Cooking" (Cambridge)
"Fad versus Fit" (Cambridge Research Group)
"Fat Budgeting: A Balancing Act (Dairy Co.)
"Fit or Fat for the 90's" (PBS Home Video)
"You Can Be Too Thin: Understanding Anorexia and Bulimia", Parts I, II, III (GA)
ByteCise: Nutrition and Exercise Software (SW)
The Diet Balancer (Nutridata)
The Food Processor II (ESHA)

COURSE: Foods and Nutrition I **UNIT:** Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 004.00 - C3P : Prepare foods to meet nutrient requirements.

OBJECTIVE : 004.03 - C3P : Prepare foods to meet nutritional needs.

TIME: 4 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Meeting Nutritional Needs	C3P	Use cookbooks, magazines and newspapers to locate recipes and food ideas for nutritional content. Select recipes and food ideas for each of the food groups. Present your findings to the class.
Apply nutrition principles in selecting foods to prepare Classify food mixtures Determine nutrient density Evaluate energy values	C3P	Research food ideas and recipes for the following: Appealing to your age group Quick and easy to prepare Economical Nutritional density Organize your findings into a recipe file for future use.
Prepare food items high in nutrient density	C3P	Prepare several different snacks in class. Evaluate them for nutritional content, appetite appeal, taste, and preparation time required.
	C3	Select a recipe that appeals to you. Determine the nutrients this recipe will provide based on the ingredients listed in the recipe and preparation methods. Use a computer program or the nutritional charts found in your textbook as a resource for your research. Critique your selected recipe for nutrient density. Organize your findings and submit them to the teacher for evaluation.
	C3P	Use a computer program to evaluate selected recipes for nutritional and caloric content. Evaluate this information also from a financial point-of-view.
	C3P	Work in small groups to prepare a display or bulletin board of nutritious food items or a combination of foods that represent a well-balanced meal. Place your project in a highly visible area to share with the entire school body.
	C3	Plan nutritious meals for an FHA/HERO chapter camping trip.

COMPETENCY: 004.00 - C3P **OBJECTIVE:** 004.03 - C3P

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3P	Consider two scenarios: the teenage athlete and the underactive teenager. Choose one of the above situations. Select a recipe for the situation based on nutrient density and energy value. Plan and prepare the recipe.
	C3	Research career opportunities related to nutritional planning and dieting.
	C3P	As an FHA/HERO project, prepare and display an illustration of a nutrition trend. Present an oral interpretation of the nutritional trend.

RESOURCES

Food for Today pp. 76-89
Guide to Good Food pp. 52-57
Modern Meals pp. 59-78
The World of Food pp. 57-63

Cancer and Nutrition pp. 277-287
(Refer to Other Books under "Resources" for recommended cookbooks)
ByteCise: Nutrition and Exercise Software(SW)
Chef's Accountant (Online Search)
The Diet Balancer (Nutridata)
The Food Processor II (ESHA)

COURSE: Foods and Nutrition **UNIT:** Management of Kitchens and Resources

COMPETENCY: 005.00 - C2 : Explain techniques for organization and management of kitchen facilities, equipment and resources.

OBJECTIVE : 005.01 - C1 : Describe basic kitchen plans, work centers and storage space.

TIME: 1.5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Kitchen Organization	C1	Identify the major work centers in the kitchen. Describe the activities that are performed in each center and specify the basic space requirements for each work center.
Major Work Centers Refrigerator/freezer Range Sink or Cleanup Mixing	C1	List characteristics of basic kitchen shapes. State the advantages and disadvantages of each. Choose the shape you would like to have in your dream home one day.
Other work centers Laundry Eating Planning	C1	With handouts or transparencies provided by the teacher, point to the work triangle and traffic paths for each kitchen shape. Cite "trouble" areas in each when considering convenience and safety.
Basic kitchen plans One-wall Corridor L-shape U-shape Island	C1	Identify types of storage space in a kitchen. Based on the work centers and the activities performed in that center, tell where the following types of items should be stored. List your responses on a kitchen floorplan handout provided by your teacher. Dry/canned foods Perishable foods Small kitchen tools Cleaning supplies Small kitchen equipment (Teacher Note: Expand this list to include more specific items.)
Work Triangle Work flow Traffic paths		
Storage Space Food Perishables Dry/canned Equipment Tools and supplies Small appliances	C1	Recognize current trends in kitchen designs. Cite reasons for these trends to include environmental demands. Describe your personal reactions to these trends.
Kitchen design Ventilation Floor coverings Wall coverings Counter tops Lighting Electrical wiring Special accessories	C1	Choose pictures from magazines of desirable floor and wall coverings, countertops, and light fixtures. Give reasons for your choices to the class.
	C1	Identify special accessories found in today's kitchen. Recognize how technology has created changes that meet the needs of today's families.
Barrier-free kitchens		

COMPETENCY: 005.00 - C2 **OBJECTIVE:** 005.01 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Identify safety hazards in the kitchen. State reasons why so many accidents in the home occur in the kitchen. Describe ways to prevent accidents from happening. List some general safety rules to follow so that the kitchen will be a safe environment.
	C1	Identify types of kitchens found in other cultures. Describe how they are different from yours. Tell whether their appliances and cooking equipment are similar to or different from ours. State your findings to the class.
	C1	Identify careers in kitchen planning and design.
	C1	Tell what changes or adjustments need to be made to create a barrier-free kitchen for the following handicapped individuals: Blind person Person confined to a wheelchair Deaf person Highlight the class findings at your next FHA/HERO meeting
	C1	Recognize ideas and techniques for planning a "Smart Kitchen:" one that is comfortable, safe, energy efficient, and environmentally friendly.

RESOURCES

Food for Today	pp. 126-138
Guide to Good Food	pp. 125-136
Modern Meals	NA
The World of Food	pp. 117-124

The Accessible Housing Design File pp. 105-143
The Smart Kitchen pp. 97-106
"Better Homes and Gardens: Making Your Kitchen Store More" (Meredith Corporation)

COURSE: Foods and Nutrition **UNIT:** Management of Kitchens and Resources

COMPETENCY: 005.00 - C2 : Explain techniques for organization and management of kitchen facilities, equipment and resources.
OBJECTIVE : 005.02 - C1 : Identify cookware and preparation tools.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Food Preparation Tools	C1	Recognize the basic tools and utensils used in food preparation through teacher demonstrations and textbook illustrations.
Basic tools and utensils Measuring equipment Slicing and cutting tools Mixing tools Baking tools Cooking tools Kitchen aids Cookware Cleaning equipment	C1	Select, from a display of kitchen tools and utensils, the correct item for a particular job.
	C1	Identify quality characteristics in cookware. From a consumer's standpoint, state why cookware should be an investment that will pay off in the future if good choices are made initially.
Quality characteristics Proper use and care	C1	Describe appropriate cleaners to use on various types of cookware and kitchen tools. State ways to clean without damaging the "finish" on selected items.
Storage principles	C1	Describe what is meant by the following storage principle: "Store items in the kitchen where they are used first." Identify other storage principles for kitchen storage.
	C1	List the equipment needed to prepare a specific food item. Tell what information you used to determine your list.

RESOURCES

Food for Today	pp. 209-221	Discovering Food	pp. 68-73
Guide to Good Food	pp. 169-180		
Modern Meals	pp. 184-188		
The World of Food	pp. 163-173		

COURSE: Foods and Nutrition **UNIT:** Management of Kitchens and Resources

COMPETENCY: 005.00 - C2 : Explain techniques for organization and management of kitchen facilities, equipment and resources.

OBJECTIVE : 005.03 - C2 : Discuss the selection of major and portable appliances based on needs, care and resources.

TIME: 1.5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Cookware and Appliance Selection Cookware	C2	Interpret the use of the EnergyGuide labels found on major appliances. Present in understandable terms their practical use, cost comparisons and environmental issues when making buying decisions.
Appliances Major Portable Decisions Needs Budget Care and upkeep EnergyGuide labels Seals of safety and performance Warranties	C2	Summarize consumer magazine articles dealing with major appliances. Identify features that are needed and used by most people. Discuss the brands that have the highest ratings based on the research provided by the magazines.
	C2	Discuss warranties on appliances. Recognize the coverage and limitations as stated on the warranty. What does incorrect usage mean in terms of warranty coverage?
	C1	Identify the various seals of safety and performance. Recognize their assurances to the consumer and the logos they use when labeling the appliance.
	C1	Choose one small kitchen appliance found in your home economics laboratory. Point to the consumer information provided on the appliance. Identify seals of safety and care instructions. Describe your finding to the class.
	C2	Technology has provided the home kitchen with many time-saving appliances. Explain how choosing to buy time saving appliances is affected by one's needs and resources.
	C2	Discuss the major points in the video, "Major Appliance Selection and Care."
	C2	Experts say that refrigeration can account for as much as one third of household energy expenditure. Discuss factors that affect energy efficiency in refrigerators.

RESOURCES

Food for Today	pp. 140-158	Discovering Foods	pp. 62-67
Guide to Good Food	pp. 146-167	The Smart Kitchen	pp. 36-38, 49-57
Modern Meals	pp. 173-191	"Major Appliance Selection and Care" (Meridian)	
The World of Food	pp. 145-163	"Microwave Cooking" (Meridian)	

COURSE: Foods and Nutrition **UNIT:** Management of Kitchens and Resources

COMPETENCY: 006.00 - C2 : Investigate effective and efficient use of resources in the preparation and service of food.

OBJECTIVE : 006.01 - C2 : Interpret the use of time, energy and money in meal management.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Using Resources in Meal Management	C2	Discuss how the following can save time and energy: Money Personal skills Convenience foods
Resources Time Energy Money Personal skills Kitchen equipment	C1	List five convenience foods used in your home within the past week. Describe how the food was used. Was it an alternative to the use of time and energy? If so, how?
Meal management principles Food purchasing Food budget Nutritious menu planning Pre-preparation Time schedule Work simplification Clean-up	C2	Explain how nutritious menu planning can save money on the food budget. In your explanation, include reasons such as "avoids overbuying of food," "buying unnecessary food items," and "all foods purchased are used."
	C1	Describe the procedure for setting up a time schedule for meal preparation. List reasons why it is helpful for a beginning cook to make out a time schedule.
Conservation in the kitchen Water Food Energy Recycling	C2	Discuss the term pre-preparation, and relate its use to a recipe of stir-fried chicken and vegetables. Which takes the longest - preparing the foods for cooking or the actual cooking?
	C2	Outline methods of conservation in the kitchen. Discuss ways technology has impacted these areas. Water Food Energy Recycling Discuss things you are already doing at home to conserve in the above-mentioned areas. Relate this activity to the FHA/HERO project, "Save it" or "Wave it good bye."
	C2	Illustrate the use of a personal computer for recipe indexing, shopping, storing, meal planning and entertaining.

COMPETENCY: 006.00 - C2 **OBJECTIVE:** 006.01 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Define work simplification. Identify some work simplification techniques used in meal management.
	C2	Discuss the use of time schedules in food preparation. Using a computer program, illustrate how to set up a time schedule for a selected food item or menu.

RESOURCES

Food for Today	pp. 253-266
Guide to Good Food	pp. 198-215
Modern Meals	pp. 150-166, 245-254
The World of Food	pp. 176-195

Discovering Food pp. 122-133
The Smart Kitchen pp. 37-38
"Timing and Organization in Food Preparation" (Meridian)
Chef's Accountant (Online Search)

COURSE: Foods and Nutrition **UNIT:** Management of Kitchens and Resources

COMPETENCY: 006.00 - C2 : Investigate effective and efficient use of resources in the preparation and service of food.

OBJECTIVE : 006.02 - C1 : Describe safety and sanitation practices in food preparation and service.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Safety and Sanitation Principles	C1	Recognize the main points made from the video, "The Danger Zone." Answer the following: What is the role of bacteria in food contamination? How does cleanliness and good personal hygiene help stop the spread of bacteria? List safe food preparation, storage and handling practices. List symptoms and treatment of food-borne illness.
Safety principles Accidents and prevention Falls Cuts Fires and Burns Choking Poisoning Electric Shock Work simplification Clean-up	C1	Describe basic first aid procedures for injuries that occur in the kitchen.
First Aid	C1	List types of food-borne illnesses. Identify factors that prevent food-borne illnesses from happening and the foods most susceptible to contamination.
Sanitation principles Food Food-borne illness Principles of food handling and storage Personal hygiene Kitchen	C1	List steps taken by the school cafeteria to promote safety and sanitation as reported by the cafeteria manager. Tell how you can follow the same or similar steps at home to avoid accidents and food poisoning.
Special occasions Holidays and parties Outdoor meals	C1	List safety and sanitation procedures to follow in the home economics laboratory. State the importance in following these procedures.
	C1	Describe how to use a fire extinguisher. Recognize different types of fires and techniques for extinguishing them.
	C1	State the importance of personal hygiene during food preparation. Identify personal hygiene standards to practice in the kitchen or foods laboratory.
	C1	Cite examples to show how easily food-borne illness can occur at parties or outdoor meals.

COMPETENCY: 006.00 - C2 **OBJECTIVE:** 006.02 - C1

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Chemical poisonings occur too frequently within the home. Young children are especially susceptible. List guidelines for using and storing poisonous chemicals in the home.
	C1	Identify the job responsibilities of a health inspector.
	C1	Identify "home recipes" for cleaning supplies that are inexpensive and environmentally safe. (Example: ammonia and water to clean glass or baking soda for removing odors)
	C1	In your FHA/HERO newsletter, highlight environmentally safe ideas for cleaning the kitchen.
	C1	Identify safety tips for microwave use.
	C1	The kitchen is the most dangerous room in the house. Identify safety strategies for dealing with fire, electric, gas, hot water, sharp implements, motorized gadgets, and heavy pots.

RESOURCES

Food for Today	pp. 193-207	All-New Hints from Heloise	pp. 49-69
Guide to Good Food	pp. 93-1069	Careers in Home Economics	pp. 285 - 289
Modern Meals	pp. 255-270	Clean and Green	
The World of Food	pp 121-141	Discovering Foods	pp. 108-121
		The Smart Kitchen	pp.39-44
		"The Danger Zone" (USDA)	
		"Kitchen Safety and Sanitation" (Meridian)	

COURSE: Foods and Nutrition **UNIT:** Management of Kitchens and Resources

COMPETENCY: 006.00 - C2 : Investigate effective and efficient use of resources in the preparation and service of food.

OBJECTIVE : 006.03 - C2 : Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
The Recipe Using a recipe What a recipe includes Format Directions Equivalents and substitutes Increasing and decreasing	C2	Explain how to use the various methods of cutting foods such as: paring mincing cubing coring shredding julienne scraping dicing
	C1	List steps for increasing and decreasing recipes. Describe types of recipes that can successfully be modified. List reasons you might want to increase or decrease a recipe.
Symbols and abbreviations Measuring techniques Dry ingredients Liquids Fats and oils	C2	Explain how to measure the following ingredients accurately. Dry ingredients Liquid ingredients Solid shortening Discuss the following: Describe the correct procedure for measuring flour. Describe the water displacement method when measuring solid shortening. Why pack brown sugar in a measuring container? How do you halve an egg? Why would you not measure liquids over the mixing bowl you are using?
Terminology and preparation techniques Cutting Mixing Cooking with liquids Cooking with fats Oven cooking Broiling and grilling	C1	Identify the various types of recipe formats. With examples provided by the teacher, identify the format used. State which type of format is easiest to follow. Why?
	C2	Illustrate the use of recipe terminology with the help of videos, demonstrations or your textbook.
	C1	Identify the basic skills of math and reading used in following recipes and food preparation.

COMPETENCY: 006.00 - C2 **OBJECTIVE:** 006.03 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	During a FHA/HERO meeting, identify careers related to testing and developing recipes. State reasons why large food companies hire employees just for testing recipes using their food products. Discuss recipe contests that you have seen posted or advertised in magazines or newspapers. Consider entering for fun!
	C1	Identify common abbreviations and symbols on flashcards. Choose a partner. As he or she hold up the card, tell what each of the symbols and abbreviations represent. Let your partner do the same for you.
	C2	Choose a favorite recipe. Identify the ingredients and directions for preparing the food. Rewrite the recipe using a different format.
	C2	Summarize recipe modifications necessary for high altitude cooking.
	C2	Explain cooking techniques used in saving nutrients.

RESOURCES

Food for Today	pp. 223-238	Careers in Home Economics pp. 278-282,253
Guide to Good Food	pp.	Discovering Food pp. 74-107
Modern Meals	pp. 193-228	"Measuring Solids and Liquids" (Meridian)
The World of Food	pp. 199-217	"Substituting Ingredients" (Meridian)
		"Trucs of the Trade" (J2 Communications)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 007.00 - C3P : Prepare quick breads and grain products.

OBJECTIVE : 007.01 - C3P : Use basic ingredients to prepare and serve quick breads.

TIME: 7 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Quick bread basics	C1	Identify the functions of the following basic ingredients: Flour — Eggs Leavening agents — Liquids Shortening — Seasonings and flavorings Sweeteners
Principles of baking Basic ingredients Baking process		
Quick breads Nutrient value Kinds Basic ingredients Basic types	C3P	Prepare a bulletin board with pictures of the basic ingredients. Beside each ingredient, list its function(s).
Batters Doughs	C1	Describe the types of flours used in quick breads. State their differences. Identify their gluten content and their effect on various bread products.
Mixing methods Muffin Biscuit	C3P	Select a variety of regional and international quick bread recipes. Determine their nutritional value. How can additional nutrients be added?
Pans for Baking Type material Preparation	C3P	Demonstrate the production of carbon dioxide from baking soda and baking powder. Add vinegar to baking soda. What happens? What happens when warm water is added to baking powder? State the difference between baking soda and baking powder.
Uses and storage	C3P	Using basic measuring techniques, demonstrate the differences between the muffin mixing method and the biscuit mixing method. Prepare quick breads using both methods.
	C3	Evaluate types of materials and finishes used for baking utensils. Discuss the advantages and disadvantages of each type. Evaluate costs.
	C3P	Practice parliamentary procedure in the selection of quick bread recipes to prepare in class. Plan and organize a quick bread lab following teacher instructions. Evaluate your quick bread products. Critique your laboratory procedures and make recommendations for improvement. Put into effect your recommendations during your next lab experience.

COMPETENCY: 007.00 - C3P **OBJECTIVE:** 007.01 - C3P

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3P	Food allergies create a challenge for today's cook. Collect or modify quick bread recipes designed to meet the following special dietary needs: Allergic to wheat products (ex. substitute Lactose intolerance rice flour) Low sodium Eggless diets
	C2	Explain the difference between a batter and a dough.
	C1	Quick breads dry out quickly. Describe the principles of storing quick breads to prolong their freshness for future use.
	C3	Compare the cost of "homemade" quick breads to those that are purchased.
	C3P	Experiment with cornstarch and flour as thickening agents. Using microwavable containers, place two tablespoons of flour in one container and, in the other, two tablespoons of cornstarch. Add one cup of cold water to each and mix well. There should be no lumps. Microwave on high, stirring and checking each mixture at fifteen second intervals. Write down your observations. Microwave these mixtures until they have thickened. From your observations, answer the following: Which mixture is the thickest? Evaluate the clarity of the mixtures. Which one is clear? Opaque? What conclusions can you make about cornstarch and flour?

RESOURCES

Food for Today	pp. 422-441, 141-143	Discovering Food pp. 268-283
Guide to Good Food	pp. 383-394, 175-178	(Refer to Other Books under "Resources" for recommended cookbooks)
Modern Meals	pp. 347-358, 192-207, 184-186	"Fitness Muffins" (JVM Productions)
The World of Food	pp. 454-464, 163-168	"New Southern Living Cooking with Nathalie Dupree Baking Video"

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 007.00 - C3P : Prepare quick breads and grain products.

OBJECTIVE : 007.02 - C3P : Demonstrate the selection and preparation of a variety of grain products.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Grain products Nutrient value of grains Unrefined and refined Enriched and fortified Kinds of grain products Flours Pasta Rice Corn Breakfast cereals Others Cookery principles and methods Cooking with starch Flour Cornstarch Pasta Rice Breakfast cereals Care and storage principles	C1	Describe the difference between refined and unrefined grain products. Which product has the higher nutritional value? Why?
	C1	State the difference between enriched and fortified. Describe how fortified foods provide high nutrient consumption with single servings.
	C3	Examine labels on enriched and unrefined grain products. Evaluate each product for its nutritive value and cost.
	C1	Identify the kinds of grain products available to consumers. List those products that are readily available in your area food stores.
	C3	Using parliamentary procedure, select the top five favorite breakfast cereals consumed by your classmates. Evaluate nutritional content using cereal labels provided by the class. Discuss the following: Which cereal was lowest in sugar? Sodium? Which cereal provided the highest percentage of daily nutrient requirements? Which cereal was whole-grained? Enriched? Which cereal was most nutrient dense for its cost?
	C1	Identify examples of the four general types of pasta: hollow, long and thin, flat and decorative. Give a description of each of the general types.
	C3P	Pasta and rice freeze well. Demonstrate how these foods can become "convenience foods." Prepare and package pasta and rice in measured quantities for future use in the foods lab (Example: Use frozen rice during the poultry unit for stir-fried chicken and rice). Explain how this is a time-management technique.

COMPETENCY: 007.00 - C3P **OBJECTIVE:** 007.02 - C3P

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3P	Demonstrate how to cook pasta. Test for doneness. Discuss the Italian term "al dente." Use the cooked pasta in a favorite recipe.
	C3	Malnutrition is a global issue. As a FHA/HERO project, identify countries in which diets are low in animal protein. Research ways grain products can be combined with other food products to form complete protein. Discuss whether these grain products are available in the countries identified. Create an awareness within your school and community environment about this information.

RESOURCES

Food for Today	pp. 408-420
Guide to Good Food	pp. 370-381
Modern Meals	pp. 333-341
The World of Food	pp. 291-305

Discovering Food pp. 164-171
(Refer to Other Books under "Resources" for recommended cookbooks)
"Noodle Making: Cheap and Easy" (JVM Productions)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 008.00 - C3P : Prepare fruits and vegetables.

OBJECTIVE : 008.01 - C3P : Demonstrate the principles of selecting, preparing and serving fruits.

TIME: 4 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Fruits	C1	Identify the key nutrients found in fruit. State why the fiber found in fruit is so important.
Nutrient value of fruit		
	C1	Describe the principles of buying and storing fresh fruit. Recognize signs of good quality.
Buying and storage principles		
Fresh fruits	C3	Calculate the difference in cost of one type of fruit purchased in the following forms: fresh, frozen, canned, and dried. Which was least expensive? Most expensive?
Processed fruit		
Frozen		
Canned		
Dried		
	C3P	Prepare a fruit that is available in fresh, frozen, dried and canned forms. Prepare the products using the principles of fruit cookery. Evaluate the products by comparing appearance, color, texture and flavor. State your preference. Justify your answer.
Principles and methods of fruit cookery		
Preparation guidelines		
Cooking fruits		
Baking		
Broiling	C3P	Serve a variety of fresh fruits as refreshments for an FHA/HERO meeting. Creatively cut and arrange the fruits. Demonstrate various ways fresh fruits are treated to avoid discoloration.
Frying		
Microwave		
Cooking in liquids		
	C1	Describe storage principles of fresh and processed fruit.
Serving Fruits		
Fresh		
Cooked	C3	Research the impact pesticides and insecticides have had on the fruit industry. Review consumer articles revealing the effects these agents have on the human body. Critique the video: "Kids and Pesticides."
Storage principles of fruits		
	C3	Recommend techniques to prevent enzymatic browning in fruits.
	C1	Identify imported fresh fruits found in your local food store. State their geographical origin.

RESOURCES

<u>Food for Today</u> pp. 284-297
<u>Guide to Good Food</u> pp. 321-331
<u>Modern Meals</u> pp. 286-300
<u>The World of Food</u> pp. 272-288
<u>Discovering Food</u> pp. 172-179
<u>Food Science and You</u> pp.205-206
"How to Garnish" (Int'nl Culinary Consultants)
"Kids and Pesticides" (ffhs)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 008.00 - C3P : Prepare fruits and vegetables.

OBJECTIVE : 008.02 - C3P : Demonstrate the principles of selecting, preparing and serving vegetables and legumes.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Vegetables and Legumes	C1	State the difference between vegetables and legumes.
Nutrient value of vegetables and legumes	C1	Identify the nutrients found in vegetables. Recognize that color is the key to indicating the nutritional content of a vegetable.
Classes of vegetables Root Stem Leaf Flower Seed Fruit	C1	Recognize how vegetables are classified. Identify the six classes of vegetables, and give an example of each class.
	C3P	Locate vegetables grown in other countries that are found in local food stores. Examine the vegetables, and determine their classification. Research cooking methods for the selected vegetables. Prepare and sample the vegetables.
Buying and storage principles Fresh Processed Frozen Canned Dried Dehydrated	C3P	Obtain food store advertisements. Calculate the cost per serving of specific vegetables. Note vegetables that are in-season, out-of-season, and those that are imported. Justify the comparative cost of each vegetable. Identify key factors that affect prices of fresh produce.
Principles and methods of vegetable cookery Preparation guidelines Cooking vegetables Fresh Processed Legumes	C3P	Explore the principles and methods of cooking vegetables. Select vegetables to prepare. Research recipes or creative cooking methods for these vegetables with an emphasis on nutrient retention. Evaluate the products for color, flavor, texture, and eye appeal.
Serving and storage principles	C3	"Are our vegetables safe to eat?" Determine the answer to that question. Present your findings to the class.
	C3	Critique a video on one or more of the following: Selecting and storing vegetables Preparing vegetables Garnishing with vegetables.

COMPETENCY: 008.00 - C3P **OBJECTIVE:** 008.02 - C3P

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Research a career as a produce buyer in a variety of job situations.
	C3	Research techniques used by our ancestors for preserving and storing vegetables for future use. Compare those techniques to those used today. Discuss the impact technology has made on vegetables, their quality and availability.
	C2	Discuss the principles of storing fresh vegetables in the home.
	C1	Identify quality sources of vegetable protein. Describe how to combine specific vegetables and legumes to produce complete protein.
	C3	Determine the effects of sunlight on Irish potatoes. (Note: Is it harmful to eat the part that has turned green from sunlight exposure?)

RESOURCES

Food for Today	pp. 297-315
Guide to Good Food	pp. 333-350
Modern Meals	pp. 300-315
The World of Food	pp. 413-425

Discovering Food pp. 180-195
"Fit for Life: Delicious Vegetable Entrees" (Cambridge)
"How to Garnish" (Int'nl Culinary Consultants)
"Preparing Vegetables" (Meridian)
"Selecting and Storing Vegetables" (Meridian)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.01 - C3P : Demonstrate the principles of selecting, preparing and serving meats.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Meats	C1	Identify the nutrient value of red meat.
Nutrient value of meat	C3	Locate the various cuts of meat illustrated on charts in the textbook. Discuss how the anatomical location of the meat acts as a tenderness indicator.
Red meat Kinds Cuts Tender Less tender Forms	C3	Red meat includes beef, pork, and lamb. Today's consumption of red meat is being impacted by its content of saturated fats and the role it plays with health issues. Prepare a news forecast predicting how technology is taking the "fat" out of red meats. Research information to document and support your forecast.
Meat inspection and grading Prime Choice Select	C2	Describe the differences among the grades of red meat. Explain why prime cuts are primarily found in quality restaurants. Identify what grades are commonly sold in food stores. Recognize grades used at local or chain steak houses. Discuss how that top grade may not be the best for you when looking at saturated fat content.
Buying principles for meat Identifying cuts Variety meats Processed		
Principles and methods of meat cookery Guidelines Cookery methods Dry heat Moist heat Cooking fat Tenderizing meat	C3P	Apply the principles of meat cookery to a less tender cut. Work in small groups to determine the best cooking method and the recipe to be used. For a larger variety, groups should avoid using the same recipe or cooking method. Prepare and sample the foods, allowing the entire class to sample from each recipe. Evaluate the meats for flavor, tenderness, cost and class appeal.
Storage of meats Fresh Cured, canned and frozen	C3	Investigate the principles of buying meats. Explain influencing factors, such as bone-in or boneless when purchasing meats. Determine portion or serving size, with and without bones.
Serving meats		

COMPETENCY: 009.00 - C3P **OBJECTIVE:** 009.01 - C3P

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3P	Explain the use of enzymes to tenderize meats. Investigate their use on a less tender cut of meat in a foods laboratory. Evaluate the results.
	C3	Discuss the principles of meat storage. Apply these principles at home with fresh, cured, canned and frozen meats.
	C3	Critique a video on meat preparation, cooking and serving.

RESOURCES

Food for Today	pp. 347-367	Discovering Food pp. 216-227
Guide to Good Food	pp. 234-253	"Around the World with Pork"
Modern Meals	pp. 377-395	"Preparing Meats" (Meridian)
The World of Food	pp. 356-381	"Selecting and Storing Meats" (Meridian)
		(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.02 - C3P : Demonstrate the principles for selecting, preparing and serving poultry.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Poultry	C3	Determine the nutrient value of poultry.
Nutrient value of poultry	C3	Compare the fat levels in chicken, turkey, and duck. Do you note major differences with the fat content?
Kinds of poultry Chickens Turkeys Ducks Geese	C3P	Demonstrate boning a turkey breast. From the boned turkey, prepare turkey cutlets, strips for stir-frying and grind the remainder. Think of creative ways to prepare your turkey. Compare the cost difference when using purchased cutlets, strips and ground turkey.
Classes of Poultry Broiler-fryer Roosters Capons Fowl	C3	Gather basic facts and nutritional data on poultry from the North Carolina Poultry Federation. Develop your own poultry recipe and enter the cooking contest.
Buying Principles Forms Amount to buy	C1	Identify the kinds and classes of poultry. List the characteristics of each type.
Storage principles Fresh Frozen Leftovers	C3P	Demonstrate the basic methods of cutting a whole chicken into parts and deboning breasts and thighs. Prepare the chicken using the following techniques: Stir-fry Pan-broil Saute Broil
Cookery principles Basic guidelines Cooking methods	C1	Identify the proper methods for safe handling, preparation and storage of poultry. Describe salmonella, its prevalence in poultry and how it can be destroyed.
	C2	Demonstrate basic methods of cooking chicken. Recognize methods using herbs, sauces and marinades that preserve its nutritional value while adding very few calories and sodium.

COMPETENCY: 009.00 - C3P **OBJECTIVE:** 009.02 - C3P

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Decide how much poultry to buy when preparing selected recipes. Consider bone-in and boneless recipes. Identify factors affecting the type of poultry you buy, such as light meat, dark meat, whole chickens or chicken pieces.
	C1	Identify basic principles and methods of cooking chicken on the grill. (Teacher note: If available, experiment using the indoor stovetop grill)
	C3P	Demonstrate microwave techniques for cooking chicken.
	C1	Identify careers related to poultry.
	C3P	As one refreshment for an FHA/HERO meeting, use turkey sausage to prepare sausage balls. Listen for the positive comments!

RESOURCES

Food for Today	pp. 369-379
Guide to Good Food	pp. 255-264
Modern Meals	pp. 397-408
The World of Food	pp. 384-396

Discovering Food pp. 196-205
"Selecting, Storing and Preparing Poultry" (Meridian)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.03 - C3P : Demonstrate the principles of selecting, preparing and serving eggs.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Eggs	C1	Identify the nutrient value of eggs.
Nutrient value of eggs	C3P	Prepare your own low-cholesterol eggs using the following recipe. Yield: Equivalent to one large egg. 1 T. nonfat dry milk, 2 T. egg whites, 4 drops yellow food coloring, 1 tsp. vegetable oil (nonsaturated). Separate egg whites and sprinkle with nonfat milk. Beat mixture until smooth. Add food color and oil. Blend well. This mixture can be stored in the refrigerator for up to three weeks. Measure and use as you would use whole eggs in recipes. Compare these low-cholesterol eggs to whole eggs. Can you tell a difference?
Principles of buying and storing eggs Grades Sizes Storage Freezing Egg substitutes	C1	List the principles of buying and storing eggs. State reasons why colored eggs at Easter need to be refrigerated (even if they are uncracked).
Principles of egg cookery Eggs alone Using eggs in recipes	C1	Define the functions eggs serve in various recipes. emulsify — leaven tenderize — thicken bind — coat flavor
	C3P	Perform an "Egg Foam Stability" experiment to examine the stability of an egg foam.
	C3P	Use principles of egg cookery to prepare eggs in a variety of ways. Note: Recycle your egg shells! Scrambled — Hard-cooked Baked (shirred) — Soft-cooked Fried — Omelets Poached — Casseroles
	C3	Critique the video,"The Whole World Beggs for Eggs."

RESOURCES

Food for Today pp. 395-406
Guide to Good Food pp. 280-294
Modern Meals pp. 444-457
The World of Food pp. 340-354
Discovering Food pp. 228-235
Foods pp. 355-369
Food Science and You pp. 156-159
"The Whole World Beggs for Eggs" (NC Egg Association)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.04 - C3P : Demonstrate the principles of selecting, preparing and serving seafood.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Seafood Nutrient value of seafood	C1	Recognize the difference between fish and shellfish. State examples of each type. Identify types of fish and shellfish that you have eaten.
Types Fish Shellfish Forms Fresh Frozen Cured Canned	C2	Explain how water pollution affects the safe eating of fish and shellfish. Cite examples of harm done to the seafood population by water pollution. Share your findings with the class.
	C3P	Demonstrate the principles of preparing fish by one of the following cooking techniques: Baked Poached Broiled Steamed Microwaved
Selecting and buying principles Selection principles Fresh fish Shellfish Canned Amounts to buy	C1	Identify the nutrient value in fish and shellfish.
	C3	Investigate why seafood is valued so highly for its quality protein and low fat content. Prove its use in weight loss or low cholesterol diets.
Storage principles Principles of seafood cookery	C3	Prepare a list giving the principles of buying and selecting fresh seafood. Visit a local seafood store or supermarket to examine seafood for freshness. Note odors and sights observed to share with the class. Determine if an "ammonia smell" is a good sign for freshness in shrimp.
	C3P	Research the price and availability of fresh seafood in your area. Select and purchase a type of seafood based on what your budget will allow. Plan and prepare your seafood. Evaluate the results.
	C3	Critique a video on seafood cookery.

RESOURCES

Food for Today	pp. 382-391	Discovering Food pp. 206-215
Guide to Good Food	pp. 266-278	"Preparing Seafood" (Meridian)
Modern Meals	pp. 410-421	"Selecting and Storing Seafood" (Meridian)
The World of Food	pp. 399-410	(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.05 - C3P : Demonstrate the principles of selecting, preparing and serving dairy products.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Dairy foods	C1	Identify the nutrients in milk and milk products.
Milk and milk products Nutritive value Milk forms	C1	Milk comes in a variety of forms. Identify and give a description of each form.
Milk products Cream Butter Yogurt Frozen	C2	Interpret the role of butterfat in heart disease.
Grades and Uses Principles and methods of milk cookery	C3	Investigate the principles of milk cookery to avoid the following problems: Curdling Scorching Skin formation
Buying and storage principles	C2	Recognize differences in the following: ice cream, sherbet and frozen yogurt.
Cheese Nutritive value Forms Fresh Natural Imitation	C3	Determine the price of a gallon of milk. Calculate how much a gallon of milk costs when made from dried milk. Compare the costs.
Principles and methods of cheese cookery Buying, uses and storage principles	C1	Milk and milk products are dated. State storage principles that preserve the freshness of milk and milk products. Recognize expiration dates on these products.
	C3P	Apply the principles of milk cookery in preparing hot cocoa beverages. Divide into small groups and work as follows: one group use fresh fluid whole milk, another use reconstituted non-fat dry milk and a third group use evaporated milk. Sample and evaluate each product from the standpoint of differences in appearance, texture and flavor. Which do you prefer?
Dairy substitutes Serving milk and cheese products	C3P	Determine the effects of acids and enzymes on milk products. As a food science experiment, prepare your own buttermilk or yogurt. Evaluate the results.
	C3	Write a paper on lactose intolerance. Include a definition, the symptoms, why it develops, and determine if there is a cure or treatment for this condition.

COMPETENCY: 009.00 - C3P **OBJECTIVE:** 009.05 - C3P

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Identify the nutritional value of cheese. Discuss sodium, saturated fat and cholesterol content.
	C3	Examine imitation cheeses for their nutritional content and their lower cholesterol levels. Compare them to natural cheeses for nutritional value and cost. Debate whether or not they are good choices.
	C3P	Prepare a cooked cheese dip using the principles of cheese cookery.
	C3P	Taste a variety of cheeses. Identify the cheeses and give a description of each type. State how each can be used.
	C1	Recognize the categories of cheese served as refreshments at an FHA/HERO meeting. Identify the types you like the most.
	C3	Determine the cultural origin of various types of cheese.
	C1	Recognize the texture changes that occur in cheese after being frozen. Describe ways cheese can still be used satisfactorily.
	C1	State the effects of temperature on cheese.

RESOURCES

Food for Today	pp. 330-344
Guide to Good Food	pp. 296-319
Modern Meals	pp. 458-482
The World of Food	pp. 308-323, 327-337

Discovering Food pp. 150-163
"Cheeses of the World" (Dairy Council)
"Chocolate Milk" (Dairy Council)
"Lactose Intolerant People Are... Getting Along With Milk" (Dairy Council)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 010.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 010.01 - C1 : Describe the rituals and symbols of an organization.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Organizational Rituals and Symbols	C1	Recognize the emblem, flower and colors of FHA/HERO.
Rituals and Symbols Objective Purposes	C1	State the eight purposes of FHA/HERO. Tell what each purpose means to you.
Motto Creed Ceremonies	C1	Tell the story of the rose and how it became the FHA/HERO flower.
Emblem Flower Colors	C1	Recognize the FHA/HERO emblem. Point to each illustration on the emblem and tell what each one means. Recognize how the emblem has eight sides, each symbolizing one of the eight purposes.
	C1	State, in you own words, the meaning of the FHA/HERO motto, "Toward New Horizons."
	C1	Describe the various ceremonies held in the FHA/HERO organization.

RESOURCES

FHA/HERO Chapter Handbook	pp. 1-13
Learn, Grow, Become	pp. 1-29
North Carolina FHA/HERO Handbook	pp. 58-60

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 010.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 010.02 - C2 : Illustrate effective and ineffective leadership.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Leadership	C2	Relate the following personal traits to leadership qualities:
Leadership qualities		Loyalty to an organization
Positive personality		Sensitivity to group and individuals
Effective communication		Impartiality as one helps
Good memory		"Umpires" and moderates
Creativity		Patience
Sells ideas		Sense of humor
Solves problems		Democratic attitude that encourages group members to "rise and shine"
Businesslike appearance		Recognition of the value of "expert's" information but carefully defines the "expert's" role.
Leadership		
Styles		
Autocratic		
Democratic	C2	Discuss the following two concepts about leadership. Recognize how these concepts lead to success in an organization or a group.
Laissez faire		"Leadership is action by people that helps the group accomplish its objectives."
Effective		"A leader is any person who helps the group move forward toward determining and fulfilling its objectives."
Ineffective		
	C2	Interpret ways leaders can provide opportunities for members to get involved. Examples: Rotation of jobs, group discussions for input, or wide variety of experiences to incorporate numerous talents.
	C1	Identify things that "turn you off" from people in leadership roles.
	C2	Explain the three styles of leadership. Discuss the advantages and disadvantages of each.

RESOURCES

North Carolina FHA/HERO Handbook	pp. 7-18
Learn, Grow, Become	pp. 123-172
Leadership Development, 2E	pp. 8-11

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 010.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 010.03 - C1 : Identify opportunities for leadership roles and cooperative efforts.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Leadership Roles and Opportunities Roles Family Friends School Organizations Member Officer Committee head/ member Community	C1	Recognize the structure and roles of various types of groups or organizations. Identify the need for "hierarchial" positions within each unit. State how the success of any unit is dependent on the cooperation of the whole.
	C1	List benefits of being a productive member of an organization.
	C1	Recognize techniques for giving constructive criticism to someone. Tell of situations in which you have received constructive criticism and give your personal reaction(s).
Opportunities for involvement Family School organizations Community activities	C1	Identify some "positive" ways to admit: "I was wrong" or "I made a mistake."
	C1	Networking provides access to people and resources. It can promote cooperative relationships within an organization. Identify how networking can be used in your organization.
	C1	There are always followers and leaders in any group. Identify other roles found in groups such as a compromiser or an opinion-giver.

RESOURCES

FHA/HERO Chapter Handbook	pp. 46-48
Leadership Development, 2E	pp. 8-11
Learn, Grow, Become	pp. 157-164
North Carolina FHA/HERO Handbook	pp. 7-18

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 011.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 011.01 - C3 : Use the planning process to make decisions.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Planning Process	C1	Identify the steps in the FHA/HERO planning process. State how they are used in making organizational decisions.
Planning Process Identify concerns Set Goals Form a plan Act on the plan Follow-up	C3	Use the planning process to make decisions about an FHA/HERO project.
	C3	Use the brainstorming technique to gather ideas for projects for your organizations.
	C3	Organize monthly campaigns to promote food, nutrition and fitness. Plan an activity that relates to the current monthly campaign. Examples are as following: January — National Egg Month February — Potato Lover's and Heart Month March — National Nutrition Month April — Cancer Control Month May — Salad Month, Physical Fitness and Sports June — Dairy Month July — Peach and Blueberry Month August — Sandwich Month September — Better Breakfast Month October — National Restaurant Month November — National Diabetes Month, National Mushroom Month December — (Create your own campaign)
	C3	Apply the decision-making process to a family management problem. Example: Conflict with family members schedules and after-school activities.

RESOURCES

Careers in Home Economics	pp. 38-39, 72-83
Discovering Food	pp. 14-15
FHA/HERO Chapter Handbook	pp. 31-40
Foods Teacher Resource Guide	pp. 18-19
Learn, Grow, Become	pp. 65-66

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 011.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 011.02 - C3 : Distinguish between long- and short-term goals.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Goals	C1	State the difference between a short- and long-term goal.
Types Long term Short term	C3	Prepare a list of personal short- and long-term goals. Prioritize the list and share it with your group. Do you recognize any similar goals?
Concepts Prioritizing goals Evaluation of goals Realistic goals	C3	From a list of goals prepared by your teacher, determine whether they are short- or long-term.
	C3	Select a long term goal that is important to you. Prepare a plan sheet showing the steps or stages needed to achieve that goal and the time it will take to accomplish each step.
	C3	Determine what is meant by a realistic goal.
	C3	Plan, organize, and carry out a food drive for the local food bank. Evaluate your success.

RESOURCES

Creative Living	pp. 41-47
Discovering Food	pp. 10-11
Leadership Development, 2E	pp. 4-6
Learn, Grow, Become: Student Manual	pp. 65-66
North Carolina FHA/HERO Handbook	p. 26

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 011.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 011.03 - C1 : Describe ways to manage time effectively.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Time Management	C3	State how the following techniques encourage time management: Keeping a calendar Listing priorities Setting goals Grouping similar activities Overlaping/dovetailing Limiting interruptions
Time management techniques Keep a calendar Priority list Goal setting Grouping similar activities Overlapping/dovetailing Limit interruptions	C1	Define procrastination. Identify how you have personally been affected by procrastination.
Time-wasters Procrastination Disorganization Distraction	C1	List the advantages and disadvantages of planning ahead.
	C1	Tell the importance of writing shopping lists or "things to do" lists. Identify reasons why mental notes are not always reliable.
	C1	Identify an in-depth FHA/HERO project. Describe how to set up a time schedule for the project.

RESOURCES

Creative Living,	pp. 249-254
Teen Guide	pp. 179-184
Todays Teen	pp. 125-127

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.01 - C2 : Explain how communication affects leadership.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Communication	C2	Illustrate verbal and nonverbal communication.
Types Verbal Nonverbal	C2	Discuss what is meant by "Communication is a two-way street."
Skills Listening Speaking Writing Reading	C2	Relate the following qualities to effective communication and leadership: Gets along well with others Helps plan and organize activities Has enthusiasm for activities and people Has a sense of humor Does not show bias or favoritism Has the ability to evaluate Exhibits trust and faith in people Believes in democracy
	C2	Discuss how reading and writing are mainstays to effective communication.
	C2	Discuss the following: "People who are at the top of the ladder are those who have learned how to **express** their ideas effectively and persuasively to an audience."
	C2	Relate attention, concentration, evaluation and feedback to good listening skills.

RESOURCES

Careers in Home Economics	pp. 86-99
Creative Living	pp. 82-88
FHA/HERO Chapter Handbook	pp. 79
Leadership Development 2E	pp. 84-122
Learn, Grow, Become	pp. 191-259
North Carolina FHA/HERO Handbook	pp. 40-41

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.02 - C3P : Prepare a written persuasive presentation.

TIME: .5 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Persuasive Presentation	C1	Identify methods of writing a persuasive presentation.
Methods		
Monroe	C3P	Using the following outline, prepare a written presentation. Refer to example for clarification.
Introduction		Introduction : Fat in the diet
Need		Need : Reduce fat the diet
Satisfaction		Satisfaction : Reduce fat to avoid...
Visualization		Visualization : Picture yourself looking like...
Action		Action : Eat foods low in ...
Problem Solving		
Problem		
Solution	C3P	Use the problem-solving approach to write a persuasive presentation. Refer to the example for clarification.
Others		Problem : Fruits and vegetables contaminated by pesticides.
		Solution : Avoid buying...or write to... (supporting evidence goes here)
	C3	Write a persuasive speech to present to the school principal concerning an activity you would like your FHA/HERO organization to do during this school year.

RESOURCES

Leadership Development 2E	pp. 84-122
Learn, Grow, Become	pp. 191-259
North Carolina FHA/HERO Handbook	pp. 40-41

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.03 - C3P : Present a prepared speech.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Prepared Speech	C3	Recommend techniques to evaluate effective speaking.
Speech outline Introduction Body Conclusion	C3P	Supporting material for a prepared speech may include one of the following: statistics, examples, analogies, or quotations. Select one of the beginnings listed below. Prepare a speech using appropriate supporting material. When buying a ____, look for .... The advantages of ___ are ... The types of ... How to ...
Speaking skills Method of presentation/ delivery	C3P	Present a prepared speech in class. Videotape the speech so that you can evaluate the results.
Evaluation	C3P	Present guest speakers at a Future Homemaker of America meeting. Give a brief background of the guest and lead the applause after the introduction.
	C3P	Present a prepared speech to the Parent/Teacher organization concerning your Future Homemaker of America organizational activities.
	C2	Relate the following to speech delivery: Voice projection Pronunciation Word emphasis Gestures Posture Personal appearance Speech outline

RESOURCES

Learn, Grow, Become	pp. 191-259
Learn, Grow, Become: Student Manual	pp. 211-219
North Carolina FHA/HERO Handbook	pp. 40-41

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.04 - C3P : Present an extemporaneous speech.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Extemporaneous Speech	C3P	Select a topic from a list provided by the teacher. Present a speech on that topic to your class.
Parts Introduction Body Closure	C1	List the steps used in presenting a prepared speech. Specify how you use those steps when gathering your thoughts for an extemporaneous speech.
	C3P	A new student has enrolled in your foods and nutrition class. Present a three-minute speech on how you would inform that new student about FHA/HERO and your method of inviting him to join your organization.
	C3P	Present an extemporaneous speech on whether an employer should report theft by another employer to the store manager.

RESOURCES

Learn, Grow, Become	pp. 191-259
Learn, Grow, Become: Student Manual	pp. 211-219
North Carolina FHA/HERO Handbook	pp. 40-41

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.01 - C1 : State purposes for using parliamentary procedure.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Parliamentary Procedure	C1	Recognize the following purposes of parliamentary procedure:
Purposes		Enables an assembly to transact business with speed and efficiency.
Reasons		Protects the rights of each individual.
		Preserves a spirit of harmony within the group.
Order of business	C1	State the "Order of Business" in parliamentary procedure.
Persons responsible		
Chairperson	C1	Give a description of one of the four reasons listed below
Members		for using parliamentary procedure.
Secretary		One thing at a time
		Courtesy to everyone
		The rules of the majority
		The rights of the minority
	C1	Recognize the responsibilities of the following:
		Chairperson
		Members
		Secretary

RESOURCES

FHA/HERO Chapter Handbook	pp. 67-72
Learn, Grow, Become: Student Manual	pp. 81-102
North Carolina FHA/HERO Handbook	pp. 21
Parliamentary Procedure, Student Manual	pp. 1-3

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.02 - C3 : Prepare an agenda.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Agenda	C1	Identify the purpose of an agenda.
Agendas Purpose Components Order Types/Forms	C1	Specify the items found on a typical agenda.
	C3	Examine various sample agendas. Note the order used for the various items. Compare that order to the "Order of Business" used in parliamentary procedure.
	C3	Justify how a well-planned agenda can promote effective organization and time management.
	C3	Select an idea for a meeting. Plan and prepare an agenda. Evaluate the results.

RESOURCES

FHA/HERO Chapter Handbook pp. 58-59
North Carolina FHA/HERO Handbook pp. 21

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.03 - C1 : Describe methods of voting.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Voting Methods	C1	Describe the following methods of voting: Voice Hands Division of the House Ballot General consent Vote by mail Proxy Unit
	C1	State what is meant by "yeas and nays."
	C1	Tell how to use secret ballot voting. Identify situations in which this is an effective way of voting.
	C1	Identify another term used for a "standing vote."
	C1	Recognize various methods of voting through the use of role-playing activities.

RESOURCES

Learn, Grow, Become p. 98
Learn, Grow, Become: Student Manual p. 98
North Carolina FHA/HERO Handbook pp. 21

COURSE: Foods and Nutrition **UNIT:** Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.04 - C3 : Demonstrate the steps for making and processing a motion.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Motions Making a motion Processing a motion	C1	Describe the following types of motions: **Main** **Subsidiary** **Privileged** **Incidental**
Amending a motion	C3	Demonstrate how to state various types of motions.
	C3	Carry out the steps in processing a motion.
	C3	Demonstrate how to amend a main motion.
	C1	List some do's and don'ts in making and processing a motion.

RESOURCES

FHA/HERO Chapter Handbook	pp. 69-73
Learn, Grow, Become	pp. 98-103
Learn, Grow, Become: Student Manual	pp. 98-103
North Carolina FHA/HERO Handbook	pp. 22-23
Parliamentary Procedure: Student's Manual	pp. 13-25

COURSE: Foods and Nutrition **UNIT:** Special Nutritional Needs

COMPETENCY: 014.00 - C3P : Examine nutritional needs during the family life cycle.

OBJECTIVE : 014.01 - C3 : Determine nutritional needs of family members in different stages of the life cycle.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Nutrition and the family life cycle	C1	Identify the various stages of the family life cycle. Recognize the stage your family is in.
Nutritional needs during the stages of the family life cycle Pregnancy and lactation Infancy Childhood Teen nutrition Athletes Adulthood Older adults	C3	Examine the nutritional needs of individuals at various stages of the life cycle. Cite the differences in nutritional needs such as a lactating female or an older adult. State reasons for the nutritional differences?
	C3	Investigate the nutritional needs of the older adult. Determine reasons why so many suffer from poor nutrition. Prepare a list of ideas and strategies that encourage healthy and nutritious eating habits for this age group.
	C3	Explain why the intake of water and complex carbohydrates is especially important for the serious athlete. List examples of foods high in complex carbohydrates.
	C3	Critique a video on nutritional needs of the athlete. From the video, evaluate the benefits to athletes of "supercharging" on vitamin supplements.
	C1	Identify the nutritional benefits of breast milk for an infant.
	C3	Examine eating habits of small children. Establish guidelines for planning healthy meals and snacks. Include ideas to make foods fun! Plan one day menu for a child.
	C2	Relate the diminishing ability to smell and taste to the nutritional problems associated with older adults.

COMPETENCY: 014.00 - C3P **OBJECTIVE:** 014.01 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Develop a training diet for someone on the swim team.
	C3	View the video, "Peak Performance." Recommend guidelines for pre-competition meals. Illustrate, by planning sample menus, how athletes invest in their performance through the foods they eat.
	C2	Relate the importance of good nutrition for the pregnant teenager since she is still nourishing her own growing body as well as the baby's.
	C3	Critique the video, "Eating Healthy for Kids." Play "Supermarket Safari" to evaluate fat, cholesterol, and sodium content in foods typically eaten by children.
	C3	As a FHA/HERO project, present fitness and health skits during half-time breaks at athletic events.
	C3	Investigate current research about the relationship between early eating habits and future health problems.
	C3	Develop and teach an "eating right" unit to preschool children in local day care centers.

RESOURCES

Food for Today	pp. 107-119
Guide to Good Food	pp. 70-82
Modern Meals	pp. 81-100, 121-128
The World of Food	pp. 80-86

ByteCise: Nutrition and Exercise Software (SW)
The Diet Balancer (Nutridata)
The Food Processor II (ESHA)
"Eating Healthy for Kids" (Dairy Council)
"Healthy Mother, Healthy Baby" (Dairy Council)
"Peak Performance" (Dairy Council)
"The Inside Edge" (Dairy Council)

COURSE: Foods and Nutrition **UNIT:** Special Nutritional Needs

COMPETENCY: 014.00 - C3P : Examine nutritional needs during the family life cycle.

OBJECTIVE : 014.02 - C3P : Prepare foods to meet nutritional needs during the life cycle.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Nutrition and food preparation during the family life cycle	C3	Plan sample daily menus for a pregnant woman for one week. Include foods rich in protein, calcium and iron.
Nutritious meal planning during the family life cycle Pregnancy and lactation Infancy Childhood Teen nutrition Athletes Adulthood Older adults	C3	Investigate different infant formulas. Compare nutritional value and cost of three popular commercial formulas with those of two homemade formulas. Evaluate your findings.
	C3P	Prepare several different baby foods using a food processor. Demonstrate how infants can be fed the same foods that are served to other family members.
	C3	Plan meals for one week for a preschool child who does not like to drink milk.
	C3P	Plan and prepare a meal that would be nutritious and appealing to an older adult.
	C3P	Invite members of the athletic department and school athletes into your class. View a video on nutritional needs of the athlete. For refreshments, prepare sample food items high in complex carbohydrates. Discuss the video and the food items.
	C3P	Plan, prepare and serve a well-balanced meal that appeals to teenagers. Evaluate your meal not only on its nutrition and appeal, but also for its ease of preparation.
	C3	As a FHA/HERO project, analyze special nutritional needs of homeless people caused by exposure, fatigue, illness, etc. Develop guidelines for groups that prepare meals for local shelters.

COMPETENCY: 014.00 - C3P **OBJECTIVE:** 014.02 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3P	Plan a day's menu for a family of five. Family members include a five-year-old daughter, a twelve-year-old daughter and a sixteen-year-old son. All family members, except the sixteen-year old, are grossly overweight and are on a weight reduction plan. Select and prepare one of the meals planned for that day.
	C3	Use computer programs to analyze meal plans.

RESOURCES

Food for Today	pp. 107-119
Guide to Good Food	pp. 70-81
Modern Meals	pp. 81-100, 121-128
The World of Food	pp. 80-86

The Diet Balancer (Nutridata)
The Food Processor II (ESHA)
"Nutrition for the Over 50 Gang" (National Health Video)
"Nutrition In Sports: Fueling a Winner" (Cambridge Career Products)
"Snackology" (Learning Seed)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Special Nutritional Needs

COMPETENCY: 015.00 - C3P : Formulate dietary guidelines for meeting special nutritional needs of family members.

OBJECTIVE : 015.01 - C3 : Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians and those on low sodium and low cholesterol diets.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Food for health conditions	C3	Examine obesity, its causes and its harmful effects on the body.
Conditions requiring special dietary needs Diabetics Obesity Vegetarians Low-sodium Low-cholesterol Low-fat Illness and convalescence	C3	Prepare a report identifying special nutritional needs for the following health conditions or diets: Diabetes Low-sodium Obesity Low-fat Vegetarians Low-cholesterol
	C2	Discuss how energy needs are affected by illness. Outline a dietary plan for someone who is ill and convalescing.
Adaptation of meal patterns for special diets	C3	Determine how to modify traditional foods for health benefits. Select familiar recipes and modify their ingredients through substitution or deletion to create more healthy food items. Report your modifications to the class.
	C3	Cancer is the second leading cause of death for adults in the United States. How do you reduce your cancer risk? Research information that links diet to cancer. Compile your findings with those of your classmates. Prepare a composite list of your findings on ways to reduce your cancer risk. Critique the video, "Diet: The Cancer Connection."
	C1	Identify cooking methods that help control fat consumption.
	C2	Dietary fiber is believed to lower your risk of colon cancer and lower your blood cholesterol. Discuss the differences between soluble and insoluble fiber. Relate the health benefits of both types.

COMPETENCY: 015.00 - C3P **OBJECTIVE:** 015.01 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Make a summary of information presented on a video concerning health issues or conditions.
	C1	There are three types of vegetarians: vegans, lacto, and ovo-lacto. Describe each type and the foods they eat. Identify ways they obtain complete protein in their diet.
	C1	Excess sodium intake is associated with high blood pressure. List ways to reduce your sodium intake.
	C1	Some cultures tend to be more affected than others with particular health conditions. Identify health conditions that are associated with a particular culture. Tell the class about your findings.
	C3	How can you find the fat in food? Prepare a guide listing ways you can make healthy low-fat choices in the following situations: Preparing foods at home Eating away from home Shopping at the grocery store
	C3	Evaluate nutritional facts presented by a guest speaker at an FHA/HERO meeting on adapting meals patterns for special dietary needs.
	C3	As an FHA/HERO project, work with a community health agency to sponsor a cholesterol screening.

RESOURCES

Food for Today	pp. 67,84, 120-121
Guide to Good Food	pp. 80-89
Modern Meals	pp. 129-132
The World of Food	pp. 85-92

ByteCise: Nutrition and Exercise Software (SW)
The Diet Balancer (Online Search)
The Food Processor II (ESHA)
Salty Dog (DDA Software)
"A Matter of Fat" (ffhs)
"Barbershop Talk" (Dairy Council)
"Diet: The Cancer Connection" (ffhs)
"Eat Smart" (MacNeil/Lehrer Productions)
"Fat City" (Community Television of S.Ca.)
"The Clever Cleaver Brothers in The Cholesterol Zone" (Clever Cleaver Productions)
"The War on Cholesterol" (ffhs)
"Vegetarianism" (Meridian)

COURSE: Foods and Nutrition **UNIT:** Special Nutritional Needs

COMPETENCY: 015.00 - C3P : Formulate dietary guidelines for meeting special nutritional needs of family members.

OBJECTIVE : 015.02 - C3P : Prepare foods to meet special dietary needs.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Preparing food for special dietary needs	C3	Plan a meal for an older adult convalescing after an illness. There are no dietary restrictions. His amount of physical activity is restricted to bathroom privileges only. Identify factors you have considered in your meal plans to meet the needs of this older adult.
Meal preparation for medical diets Diabetes Obesity or low fat Low sodium Low cholesterol Low fat Ill and convalescent	C3P	Examine food exchanges needed for a diabetic. Prepare a nutritional meal based on your findings.
Vegetarian meals	C3P	Calculate caloric content of specific food items. Plan and prepare a meal with a limit of 500 calories to promote weight loss.
	C3P	Plan, prepare and evaluate a nutritionally balanced meal for a lacto-ovo vegetarian. Evaluate the meal for its cost.
	C3P	Prepare a meal without adding any salt. Substitute spices to add flavor. Evaluate the taste of the food items prepared.
	C3P	As an FHA/HERO project, visit a nursing home to examine and evaluate dietary plans for the elderly. Use computer software to obtain your results.

RESOURCES

Food for Today	pp. 84, 120-121
Guide to Good Food	pp. 80-89
Modern Meals	pp. 129-132
The World of Food	pp. 85-92

Bytecise: Nutrition and Exercise Software (SW)
The Diet Balancer (Nutridata)
The Food Processor II (ESHA)
Salty Dog (DDA Software)
"Delicious Low Cholesterol and Low Calorie Cooking" (Deliciously Simple)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 016.00 - C2 : Interpret consumer rights, responsibilities, and choices in managing the food dollar.

OBJECTIVE : 016.01 - C2 : Explain budgeting and buying principles.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Managing the food dollar	C2	Discuss the principles of food buying as it relates to menu planning. List some guidelines for menu planning.
Principles of food buying Menu planning Shopping lists Where to shop Supermarkets Discount markets Specialty shops Convenience stores Food cooperatives Others Food items Amounts Form Quality Comparison shopping Unit pricing Brand names Generic labels	C1	Unnecessary food purchases and trips to the grocery store can be avoided by planning a shopping list. List some basic principles for preparing a shopping list. Share your list with your classmates.
	C2	Describe how impulse buying affects your grocery budget. State examples of your own personal experiences of buying under impulse.
	C1	There are many types of food stores. List the types of food stores and their characteristics. Identify which type of store is best for you. State reasons for your selection.
	C2	Explain comparison shopping. Illustrate ways this shopping technique is used to get the most out of your food dollar.
Shopping strategies When to shop Advertisements, coupons and refunds	C2	Discuss unit pricing. List the steps used to determine the unit price of a food item. Relate that information to examples provided by the teacher.
	C2	Explain how food coupons operate. Illustrate how the "avid coupon clipper" can save money on his food budget. Can you name someone you know who uses coupons?
	C2	Discuss generic or "no-frill" products. Explain the difference between national brands and generic brands.

COMPETENCY: 016.00 - C2 **OBJECTIVE:** 016.01 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Explain the following statement: "Never go grocery shopping on an empty stomach."
	C2	Outline money saving techniques for food buying as presented in the video, "Feeding a Family of Six on $35 a Week."
	C2	Discuss in-season, out-of-season, and imported products. How do these factors affect cost?

RESOURCES

Food for Today	pp. 161-175
Guide to Good Food	pp. 182-190
Modern Meals	pp. 150-166
The World of Food	pp. 176-191

Discovering Foods pp. 54-57, 60-61
First Foods pp. 244-256
Chef's Accountant (Online Search)
"Convenience Foods" (Meridian)
"Feeding a Family of Six on $35 a Week" (ffhs)
"Skills for Food Shopping"(The School Co.)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 016.00 - C2 : Interpret consumer rights, responsibilities, and choices in managing the food dollar.

OBJECTIVE : 016.02 - C1 : Describe legal aspects of consumer protection.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Legal Aspects of Consumer Protection	C1	List the types of information a food label must provide to the consumer. Choose a food label to evaluate. Point to the different types of information given on the label. Did your label have all the different types of information on your list?
Consumer Aids Basic label information Nutrition labeling Open dating Universal product code	C1	Citizens of the United States have rights and responsibilities. Recognize the rights listed below. Identify your responsibilities as a consumer. Right to be informed (Advertisements) Right to be heard (Complaints and satisfactions) Right to safety (Unsafe products) Right to choose (Product selection at prices you can afford) Right to be protected (Laws and standards)
Consumer protection Food and Drug Administration United States Department of Agriculture Other agencies Surgeon General Environmental Protection Agency Consumers Union Consumer's Research Inc. Underwriters Laboratories Better Business Bureau National Bureau of Standards Office of Consumer Affairs Federal Trade Commission	C1	List the consumer protection agencies associated with Foods and Nutrition. Give a description of what they do and their addresses.
	C1	A large number of consumer complaints are never answered because the complaint was not handled properly. Specify how to write a letter of complaint. List all the items that need to be included in the letter. Describe how the letter should be sent.
	C1	Identify reasons why labels containing "cholesterol free" may be misleading to the consumer.
Consumer responsibilities Handling food Reporting complaints	C1	Fast food restaurants have not been required to comply with federal labeling laws. Recognize how this affects the consumer and his ability to make intelligent and nutritious purchasing decisions.

RESOURCES

Food for Today	pp. 161-176	Fast-Food Guide	pp. 97-104
Guide to Good Food	pp. 186-196	Discovering Food	pp. 58-59
Modern Meals	pp. 155-168	The Food Processor II	(ESHA)
The World of Food	pp. 180-195	"What Are You Really Eating"	(McGraw-Hill)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 017.00 - C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.01 - C3PA : Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings.

TIME: 8 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Salads and Dressings	C1	Identify the various types of salad greens. State the differences in their nutrient value.
Nutrient value of various salads and dressings	C3	Determine the ingredients in a variety of salad dressings. State the nutrient value of each ingredient. Recommend types that could be used for special diets such as low-cholesterol, low-salt, or low-calorie.
Types of salads Green Fruit Vegetable Protein Pasta Gelatin Hot	C3	Examine the different types of salad greens in a display. Compare the appearance, texture, flavor, and cost of each type of green.
	C3PA	Demonstrate how to clean and prepare a variety of salad greens.
Salad facts Parts of a salad Types of salad greens Preparing salad ingredients	C3	Identify the various types of salads. Divide the class into groups. Select and prepare one type of salad. Each group in class will prepare a different salad. Display your prepared salads "buffet style" for the entire class. Sample and evaluate each salad.
Serving salads Accompaniment Main-dish Appetizer Dessert Garnish	C3	Plan four luncheon menus which feature salads. Submit your plans along with the salad recipes to your teacher.
Basic salad dressings French Mayonnaise Cooked	C3	After observing a demonstration on the preparation of basic french dressing, mayonnaise, and a cooked dressing, draw your own conclusions as to whether "homemade" salad dressings warrant the time and effort involved. Evaluate and compare purchased dressings over "homemade" dressings to justify your results.
	C3	Critique a video on salads, their preparation and salad dressings. Discuss the video with the class.

COMPETENCY: 017.00 - C3PA **OBJECTIVE:** 017.01 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Pick out salads and their recipes from magazines. Identify the type of each salad. Describe what other food items you would serve with each salad to make a well-balanced meal.
	C1	State why fresh pineapple cannot be used in a gelatin salad. Describe what would happen if you did use fresh pineapple?
	C3	Examine ways of recycling discarded salad items for compost. Determine the environmental benefits through FHA/HERO.

RESOURCES

Food for Today	pp. 316-328
Guide to Good Food	pp. 351-360
Modern Meals	pp. 318-331
The World of Food	pp. 440-451

Discovering Food pp. 236-241
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 017.00 - C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.02 - C3PA : Demonstrate the principles of selecting, preparing and serving a one-dish meal.

TIME: 8 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
One-Dish Meals	C1	Describe the characteristics of a one-dish meal.
Kinds of one-dish meals Soups Stock-base Milk-base Fruit Stews Chowders Casseroles	C3	Examine and compare labels of various one-dish meals found in your local supermarket. Determine their ingredients and nutritional value.
	C3PA	Select a soup that can be purchased in all three of the following forms: canned, frozen or dehydrated. Prepare the soup. Consider the resources of time, energy and price when you evaluate your results.
Pizza	C3	Select a recipe for the following categories of one-dish meals: Soup Casserole Stew Pizza Chowder
Purchasing one-dish meals Canned Frozen Dehydrated (soups)		Appraise your recipes. Determine what additional food item(s) need to be added so that you would have a nutritious, well-balanced meal.
Principles of preparing one-dish meals Soups Stews Chowders Casseroles Pizza	C1	Identify ingredients most commonly found in a casserole. State the nutritive value of each ingredient.
	C3PA	Explore creative ideas for using leftover meats, vegetables and pasta in one-dish meals. Plan, prepare, and serve one of your favorites.
Nutrient value of soups, stews, chowders, casseroles and pizza	C1	Describe the principles of preparing thickened and unthickened cream soups.
Storage principles of one-dish meals	C1	Give a description of the differences between bouillon and consomme. Describe how egg whites and egg shells are used to clarify the stocks used for both types of soups.
	C1	Describe one-dish meal, related to specific cultures.

COMPETENCY: 017.00 -C3PA **OBJECTIVE:** 017.02 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Create your own ideas for preparing frozen "t.v. dinners" using leftovers or planned leftovers. Suggest the benefits of having these homemade dinners in the freezer. Think of situations in which this type of planning ahead can help families manage meals with greater ease during a busy work week.
	C3PA	As an FHA/HERO project, plan a soup kitchen to create a greater awareness of world hunger. To attend, each member must bring one food item to put into the soup pot.

RESOURCES

Food for Today	pp. 477-488	Discovering Food	pp. 242-255
Guide to Good Food	pp. 360-368	"Vol. IX, Delicious Soups, Sauces, and One Dish Meals" (Deliciously Simple)	
Modern Meals	pp. 423-432	(Refer to the section Other Books under "Resources" for recommended cookbooks)	
The World of Food	pp. 428-437		

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.03 -C3PA : Demonstrate the principles of selecting, preparing and serving pastries, pies and fillings.

TIME: 10 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Pastries, Pies and Fillings	C3	Determine the most commonly used ingredients needed in preparing pies, pastries and fillings. Evaluate the nutritional value of those ingredients.
Nutrient value of pies, pastries and fillings	C1	Recognize the differences in pies, tarts, cream puffs, and puff pastry.
Kinds and forms of pastry Pies and tarts Cream puffs Puff pastry	C1	Identify the four basic types of pies. Describe each type.
	C2	Discuss the principles of preparing pastry. Relate the accuracy in measuring to the success of the pastry. Describe the characteristics of a high-quality pastry.
Select and prepare pastries Pies and tarts Crusts Dough Crumb Preparation Fillings Fruit Custard Pudding Cream Chiffon Main dish Cream puffs Puff Pastries	C3PA	Select one of the four types of pies to prepare in class. Demonstrate the principles of preparation for your selected pie. Sample and evaluate the results.
	C3PA	Plan and prepare a two-crust pie. Demonstrate how to "seal" the top crust to the bottom crust. Creatively finish the edges and decoratively slit the top crust. Justify your need to slit the top crust.
	C3PA	Using a purchased puff pastry, plan and prepare a puff pastry item. Examine the characteristics of the puff pastry. How does if differ from a regular pie pastry?
Principles of serving and storing pies, tarts, cream puffs and puff pastries.	C3	Compare and evaluate the differences between a purchased piecrust and a homemade piecrust.
	C3	Compare and evaluate the quality and comparative cost of a purchased pie over a homemade pie. When would you choose to purchase a prepared pie?

COMPETENCY: 017.00 -C3 **OBJECTIVE:** 017.03 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3PA	Practice preparing lattice tops, a variety of cut out tops and decorative edges for a two-crust pie.
	C3	Examine the principles of preparing cream puffs. Explain how steam acts as the leavening agent.
	C3PA	Plan, prepare and serve cream puffs using a variety of fillings. Set up a class buffet. Sample and evaluate.
	C3	Research a career in catering. Explore the many uses of pastries, pies and cream puffs by caterers.

RESOURCES

Food for Today	pp. 465-475	Discovering Food pp. 284-293
Guide to Good Food	pp. 416-423	"Delicious Desserts" (Deliciously Simple)
Modern Meals	pp. 507-517	(Refer to the section Other Books under
The World of Food	pp. 529-541	"Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.04 -C3PA : Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings.

TIME: 10 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Cookies, cakes, and frostings	C1	List basic ingredients found in cookies, cakes and frostings. Identify the nutritional value of each ingredient.
Nutrient value Cookies Cakes Frostings	C3PA	Identify the six main groups of cookies. Divide the class into six groups with each preparing a different type of cookie. Organize a sample table to taste and evaluate the cookies.
Cookies Kinds and forms Preparation techniques Serving and storing	C1	List the ingredients used in cake preparation. State the purpose of each ingredient.
	C3PA	Practice oven placement when using one, two, three or four cake pans.
Cakes Kinds, forms and ingredients Principles of cake making Pan placement in oven Serving and storing	C3	Determine correct procedures for serving and storing cakes and cookies to preserve freshness.
	C3PA	Observe a demonstration on the correct procedures for making cooked and uncooked frosting. Apply frostings appropriately to cakes/cookies.
Frostings Uncooked Cooked Frosting cakes and cookies	C3	Observe a demonstration on the preparation of a cake by the conventional method and by the quick-mix method. Compare appearance (exterior and interior), volume, texture, and flavor. Discuss apparent differences.
	C1	Describe the differences in the following types of cakes: shortened, foam, and chiffon.
	C3	Prepare one of the three types of cakes. Evaluate your product, using a scoresheet provided by your teacher.

COMPETENCY: 017.00 - C3PA **OBJECTIVE:** 017.04 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES

C3PA Prepare and evaluate the quality and cost differences in the following cakes:
- Homemade
- Packaged mix
- Purchased/ready-made

C3 Explore the technological advances made in bakery items over the past 50 years. Interview an elderly person for your information. Present your findings at an FHA/HERO meeting.

RESOURCES

Food for Today	pp. 452-463
Guide to Good Food	pp. 403-416
Modern Meals	pp. 485-505
The World of Food	pp. 509-521, 525-529

Discovering Food pp. 284-293
"Delicious Desserts" (Deliciously Simple)
"Sisters Cake Decorating Made Fun and Easy" (Wagner and Elison, Inc.)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.05 - C1 : Identify types of yeast breads and the methods used in their preparation.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Yeast breads	C1	List the ingredients found in yeast breads. Identify the nutritional value and function of each ingredient.
Nutrient value		
Kinds and forms Breads Rolls Deep-fat fried	C1	List the various kinds and forms of yeast bread products. Describe the differences between them.
Ingredients and nutrients	C1	List the forms and varieties of yeast breads found at your local supermarket. Describe the uses for specific convenience forms of yeast bread.
Principles of preparation	C1	List the steps of preparing yeast breads as they are presented on a video.
Uses and convenience	C1	Recognize, from your observations of a teacher demonstration, the two methods of preparing yeast breads. Describe the differences between the sponge method and the mixer method.
Storage principles	C1	Describe the principles of storing yeast breads to preserve their quality of freshness.
	C1	Recognize the cost differences in various types of yeast breads at your local food store. State reasons for the differences in price.

RESOURCES

Food for Today	pp. 441-449
Guide to Good Food	pp. 395-401
Modern Meals	pp. 360-370
The World of Food	pp. 467-477

"Crusty Peasant Bread" (JVM Productions)
"Delicious Breads" (Deliciously Simple)
"Let the Flour Fly" (Metro Productions)
"New Southern Cooking with Nathalie Dupree:
"Baking Video" (White Lily)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.06 -C3PA : Examine cultural foods in relation to the role they play in their native country.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Cultural foods	C3	Examine a map of the world. Select specific countries. Research native diet and preparation techniques.
Universal influences on food habits and choices Cultural beliefs and values Religion Climate Regional location Agriculture Technology Economic status	C3PA	Using a map of the world, display pictures of food items native to specific countries which serve as staples in the diets of the native people.
	C3	Survey your environment and determine how many multicultural opportunities are available to you. Present your findings to the class.
	C3PA	Visit a local travel agency. Explore the information available on other countries. Collect brochures to share with your classmates. Select one country in particular that you would like to visit based on the food that is served there.
Cultural cuisines and customs Native and typical food items Kinds of ingredients Preparation techniques Cultural etiquette	C3PA	Through FHA\HERO, plan and prepare a "World Hunger" luncheon featuring foods most likely served in poverty-stricken countries. During the luncheon present or display a world map showing native foods. Give reasons why these foods serve as dietary staples.
Preparation of cultural food items	C3	Explore selected countries. Research foods and beverages unique to the cuisine in each in relation to the country's history, religions, climate, agriculture, value systems, and geography.
	C3PA	Select, plan and prepare a cultural food. Evaluate your results.
	C3PA	As an FHA/HERO project, challenge other school groups to a "Food for the Hungry" field day. Invite the student body. Charge one can of food per spectator.

RESOURCES

Food for Today	pp. 516-530	"Culture and Cuisine" (ffhs)
Guide to Good Food	pp. 473-670	(Refer to the section Other Books under
Modern Meals	pp. 541-554	"Resources" for recommended cookbooks)
The World of Food	pp. 563-581	

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.07 - C1 : Identify regional foods and customs of the United States.

TIME: 4 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
American Regional Foods	C1	Tell how cuisine in various sections of the United States developed or originated.
Nutrient value of regional foods	C1	Identify the governing factors that influence the cuisine in each region.
Factors influencing regional cuisine Immigrants American Indians Geographical differences	C1	Describe how each region made use of its available food source.
Regional foods Native American Indian The Northeast The Midwest The South The Southeast The Pacific coast and Northwest Hawaiian Islands	C1	Highlight regional foods through a special event. Choose regional dishes to serve as refreshments. Label the food items and their regional origin. Give a description of their nutritional values.
	C1	Identify local restaurants that serve regional foods. Describe your experiences, if any, with the food served.
	C1	On a map of the United States, identify the course of travel your ancestors or others took once they arrived in the United States. List their countries of origin. Highlight their travel routes on the map. Describe how these people traveled and the distance of their trips. Describe the food and eating patterns as they relate to their travels.
	C1	From a list of regional foods provided by your teacher, give a description of each food. State the region of its origin.

RESOURCES

Food for Today	pp. 533-541	"Overview of Cuisine" (Meridian)
Guide to Good Food	pp. 473-508	(Refer to the section Other Books under
Modern Meals	pp. 557-570	"Resources" for recommended cookbooks)
The World of Food	pp. 585-595	

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.01 - C1 : Identify factors that influence the selection of table appointments and methods of service.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Table Appointments and Service	C1	Identify the various styles of service for a meal. List the advantages and disadvantages of each style. Can you identify their cultural origin?
Table appointments Buying, selection and care Using table appointments	C1	List occasions when formal styles of meal service may be used in the home.
Table decorations	C1	Recognize how life styles and financial resources impact on the type of meal service used in the home.
Methods of table service Informal Tray for one Tray for t.v. dining	C1	Specify how the style of service affects the table setting.
Formal Buffet	C1	Tell what type of meal service and table appointments would work best for the following family profiles: Single working parent with two small children Professional couple, no children Older retired couple
	C1	Give a description of qualities and characteristics to look for when selecting table appointments based on durability and ease of care.

RESOURCES

Food for Today	pp. 268-277	Discovering Food pp. 143
Guide to Good Food	pp. 136-143	
Modern Meals	pp. 271-280	
The World of Food	pp. 236-250	

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.02 -C3PA : Demonstrate appropriate manners when eating.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Eating etiquette	C1	Recognize the various types of implements used for eating.
Using eating implements	C3PA	Demonstrate the correct procedure for using eating implements during a meal.
Table etiquette	C3	Suggest the consequences of using poor table manners during a business dinner.
	C3P	Practice the correct procedure for using chopsticks during a meal.
	C3	Determine when it would be appropriate to use your fingers to eat specific foods.

RESOURCES

Food for Today	277-279	Discovering Food pp. 144-145
Guide to Good Food	443-445	
Modern Meals	281-282	
The World of Food	251-253	

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.03 -C3PA : Demonstrate table setting.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Table Setting	C3PA	Demonstrate different techniques of napkin folding and their placement on the cover.
Setting the table Linens Table coverings Napkins Dinnerware Tableware Holloware Flatware Glassware Stemware Tumblers	C1	Describe the purpose of a "silence cloth" or a table pad.
	C3PA	Demonstrate the proper placement of dinnerware, glassware and flatware for a complete place setting.
	C2	Explain the difference between stemware and tumblers.
	C3	Determine the cost of cloth and paper napkins. Justify the use of cloth napkins over paper for the purpose of saving money.
The place setting	C1	Identify the components of a cover or place setting.
	C3	Explain why the use of styrofoam plates and cups are a threat to our environment. Organize, through FHA/HERO, a campaign to aid in the recycling of styrofoam articles.
	C1	Identify differences in table setting among various cultures.

RESOURCES

Food for Today	pp. 271-274	Discovering Food pp. 141-142
Guide to Good Food	pp. 141-143	"Napkins: The Perfect Accent" (PG Collection)
Modern Meals	pp. 274-275	"Setting the Table" (Meridian)
The World of Food	pp. 237-246	"The Art of Table Napkin Folding" (Nuvo)

COURSE: Foods and Nutrition **UNIT:** Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.04 -C3PA : Prepare well-balanced meals that incorporate appropriate planning, preparation and service.

TIME: 7 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Meal Enjoyment	C1	Describe ways to create a pleasant atmosphere during a meal.
Planning nutritious and enjoyable meals Menu Table appointments Style of service Place settings Serving the food Clearing and cleanup Atmosphere Background music T.V.	C2	Relate the use of background music to meal enjoyment.
	C3	Plan a meal that is nutritious and appealing in terms of flavor, texture, and color.
	C3PA	Competitive event! Divide the class into small groups. Plan a tablesetting based on a theme. Create the atmosphere using dinnerware, linens and table accessories. Evaluate each group's project. Discuss their strengths and weaknesses. Select a winner from the class.
Meal preparation	C3PA	Using a budget specified by the teacher, plan, prepare and serve a nutritious meal. Be creative in your meal service and atmosphere.
	C3PA	Plan, prepare and serve a meal for a special event. Select dinnerware, glassware, flatware and table linens to be used in serving the meal.
	C3	Plan a dinner party for a special friend or family member. Select a theme, a menu and appropriate table appointments to enhance the affair. Present your plans to the class.
	C3	Successful meal preparation involves planning and good time management. Using examples provided by the teacher, solve problems that are a result of poor planning.
	C3	Use computer software to evaluate nutrition in menu plans.

COMPETENCY: 018.01 - C3PA OBJECTIVE: 018.04 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3PA	Critique a video on using the microwave, food processor and/or wok for a meal. Discuss the advantages of these appliances for meal preparation.
	C3	Explore the use of a variety of herbs and spices in food preparation.

RESOURCES

Food for Today	pp. 85-88,254-261, 267-279
Guide to Good Food	pp. 136-145,198-216
Modern Meals	pp. 134-146,271-275
The World of Food	pp. 60-63,237-253

Discovering Food pp. 134-139
The Diet Balancer (Online Search)
The Food Processor II (ESHA)
"Delicious Microwave, Food Processor & Wok Cooking" (Deliciously Simple)
"Herbs and Spices" (Meridian)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition **UNIT:** Career Opportunities

COMPETENCY: 019.00 - C3 : Analyze skills and attitudes needed for successful employment.

OBJECTIVE : 019.01 - C3 : Examine personal skills for successful employment.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIORS	STRATEGIES
Personal Job Skills	C1	Describe how communication works. Give examples of verbal and nonverbal communications.
Skills for success Communication Verbal Nonverbal	C3	Distinguish between positive and negative body language through role playing activities. Suggest the results of negative body language on the job.
Getting along with coworkers	C1	Identify barriers to listening or understanding what is being said. Describe techniques that enhance listening skills.
Being a responsible worker Job seeking skills Finding a job Preparing a resume Job applications	C3	Demonstrate the correct procedure for preparing a resume' and completing a job application.
Job interview	C3	Role-play a job interview. Critique your performance.
Keeping a job	C3	Develop a list of personal qualities and skills that a responsible person in the foods and nutrition industry might possess.
	C2	Explain the use of networking as a tool in locating a job.

RESOURCES

Food for Today	pp. 569-579	Careers in Home Economics	pp. 86-99, 180-197 140-153
Guide to Good Food	pp. 108-121		
Modern Meals	pp. 572-588	Discovering Food	pp. 16-18
The World of Food	pp. 601-617	Lifeplans	pp. 104-116

COURSE: Foods and Nutrition **UNIT:** Career Opportunities in Foods and Nutrition

COMPETENCY: 020.00 - C3 : Explore career opportunities in foods and nutrition.

OBJECTIVE : 020.01 - C1 : Identify career opportunities in foods and nutrition.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIORS	STRATEGIES
Foods and Nutrition careers	C1	Recognize how to find facts and information about jobs that interest you.
Sources for seeking job opportunities Cooperative Education Program School placement office Help wanted ads Employment agencies Others	C1	Point to ways volunteer work can affirm your career interests and provide you with valuable references.
	C1	Highlight foods and nutrition careers listed in the want ads of your local paper. Flag those jobs that you would consider potentials for employment.
	C1	Specify how to use an employment agency for getting a job. Describe the requirements or obligations for using their services.
Foods and nutrition careers Entry level Intermediate level Professional level	C1	Identify the various levels of employment and career opportunities in the foods and nutrition field.
	C1	Identify careers in the following areas of the food industry: Food Production and Marketing Food Service Nutrition and Home Economics

RESOURCES

Food for Today	pp. 556-571	Careers in Home Economics	pp.140-153
Guide to Good Food	pp. 108-121	Discovering Foods	pp. 18-21
Modern Meals	pp. 572-582		
The World of Food	pp. 601-615		

COURSE: Foods and Nutrition **UNIT:** Career Opportunities in Foods and Nutrition

COMPETENCY: 020.00 - C3 : Explore career opportunities in foods and nutrition.

OBJECTIVE : 020.02 - C1 : Examine education and training needed for a career in foods and nutrition.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIORS	STRATEGIES
Foods and Nutrition careers Educational/training requirements Entry level Mid-level Professional level	C3	Explore career opportunities in each of the following levels of employment in the foods and nutrition industry. List at least three jobs per level. Entry level Mid- or Intermediate level Professional
	C3	Select a career in the foods and nutrition industry. Research information on that career. Write a report detailing the specifics for education or training, job characteristics, work environment and potential income. Present your report to the class.
	C3	Interview an individual in the foods and nutrition industry. Ask him to describe his work, the advantages and disadvantages, and whether he would recommend a similar job to someone seeking employment. Write a report on your findings, and submit it to the teacher.
	C3	Explore career training opportunities provided by large companies and corporations. Indicate whether you might have the potential skills for obtaining employment and training by one of these companies. Assess the advantages of using such companies for your training and employment.

RESOURCES

Food for Today	pp. 556-567	Careers in Home Economics pp. 256-289
Guide to Good Food	pp. 108-121	
Modern Meals	pp. 572-582	
The World of Food	pp. 601-615	

RESOURCES

STATE-ADOPTED TEXTBOOKS

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Around the World With Pork. National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Illinois 60611-9909, 1991.

Cathy Rigby on Eating Disorders. Increase Video, 1990.

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Let the Flour Fly: The Secret to Easy Bread Baking Traditions. Metropolitan Productions, Inc., 1989.

New Southern Living Cooking with Nathalie Dupree: Baking Video. The White Lily Foods Company, 218 Depot Avenue, Knoxville, Tennessee, 1987.

Nutrition for the Over 50 Gang. National Health Video, Inc., 12021 Wilshire Blvd., Suite 550, Los Angeles, California 90025.

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Snackology. The Learning Seed, 330 Telser Road, Lake Zurich, Illnois 60047, 1988.

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Trucs of the Trade. J2 Communications, 1990.

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You CAN Be Too Thin: Understanding Anorexia and Bulimia Volumes I, II, and III. Guidance Associates, Mt. Kisco, New York 10549, 1990.

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P.O. Box 2153
Charleston, WV 25328

Fad versus Fit: Your Lifetime Fight Against Fat. 1992

Junk Food: Nothing to Snickers About. 1991

Nutrition in Sports: Fueling a Winner. 1989

The Fast Food Caper: What's In It For You. 1990

Dairy and Food Nutrition Council
2300 W. Meadowview Road
Wrightsville Building, Suite 106
Greenesboro, N.C. 27407
(Complementary Loan Basis)

Barbershop Talk. 1990

Cheeses of the World. 1990

Chocolate Milk. 1990

Eating Healthy for Kids. 1990

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Fat Budgeting: A Balancing Act. 1990

Healthy Mother, Healthy Baby, 2nd Ed.
Alfred Higgens Productions, Inc., 1988

Lactose Intolerant People Are...
Getting Along With Milk. 1988

Peak Performance. 1988

The Inside Edge. 1989

Deliciously Simple
5456 W. Crenshaw Street
Tampa, Florida 33634

Delicious Breads. 1990

Delicious Desserts. 1990

Delicious Fruits. 1990

Delicious Holiday Menus. 1990

Delicious Low Cholesterol/Low Calorie
Cooking. 1990

Delicious Microwave, Food Processor & Wok
Cooking. 1990

Delicious Pork and Beef. 1990

Delicious Poultry. 1990

Delicious Seafood. 1990

Delicious and Simple Parties. 1990

Delicious Soups/Sauces and One Dish
Meals. 1990

Delicious Vegetables. 1990

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Films for the Humanities and Sciences, Inc.
Box 2053
Princeton, New Jersey 08543-2053.

A Matter of Fat. 1991

Culture and Cuisine. 1989

Diet: the Cancer Connection. 1989

Feeding a Family of Six on $35 a Week. 1991

Kids and Pesticides. 1990

The War on Cholesterol. 1989

JVM Productions
Video-11
P.O.Box 1429
Durango, CO 81302

Crusty Peasant Bread. 1991

Fitness Muffins. 1991

Noodle Making: Cheap and Easy. 1991

Meridian Education Corporation
Dept. H-92, 236 E. Front Street
Bloomington, Illinois 61701

Controlling Weight Sensibly. 1991

Convenience Foods. 1991

Herbs and Spices. 1991

Kitchen Safety and Sanitation. 1991

Major Appliance Selection and Care. 1991

Measuring Solids and Liquids. 1991

Microwave Cooking. 1991

Nutrition. 1991

Overview of Cuisine. 1991

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Preparing Meats. 1991

Preparing Vegetables. 1991

Selecting and Storing Meats. 1991

Selecting and Storing Seafood. 1991

Selecting and Storing Vegetables. 1991

Selecting, Storing, and Preparing Poultry. 1991

Serving Sizes: Nutritional Equivalents. 1991

Setting the Table. 1991

Substituting Ingredients. 1991

Timing and Organization in Food Preparation. 1991

Vegetarianism. 1991

The School Company
P.O. Box 5379
Vancouver, WA 98668

Menu Planning For Fat Food Addicts. 1991

Skills for Food Shopping. 1991